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## ABSTRACT

The Comprehensive School Reform Demonstration (CSRD) program is a federal initiative to introduce and reinforce comprehensive reform programs in schools. The Southwest Educational Development Laboratory developed a survey to gather information from CSRD-awarded schools in the southwestern United States on their initial progress in implementing the CSRD program. This report examined the results of the implementation status at two different times for all CSRD schools in the region. Surveys were collected from 244 schools at the first administration and 237 schools at the second administration, with respondents ranging from 310 to 2,282 in the 5 states (Arkansas, Louisiana, New Mexico, Oklahoma, and Texas). In general, the perceptions of respondents toward the implementation of the CSRD program were positive, although findings suggest some areas that may benefit from further attention. Teachers and principals were seen as the stakeholders who were involved both in planning for implementation and implementation. Finding also indicated that school-level, but not district-level, policies and communication were facilitating the program's implementation. Findings in the area of leadership suggest that school leaders are doing a skillful job in setting a positive tone for change, promoting vision for the program, facilitating structural changes, providing resources and training, and promoting student learning and achievement. Findings also suggest that professional development issues require further study and an increased focus. Nine appendixes contain the survey and survey results for the five states. (Contains 18 figures and 54 tables.) (SLD)

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# **Report on the Early Implementation Survey Results For the Southwest Region**

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## INTRODUCTION

### CSRD Program Overview

The Comprehensive School Reform Demonstration (CSRD) program, created by Congress in 1997, is a federal initiative to introduce and/or reinforce comprehensive reform programs in schools. To receive CSRD funds, a school must implement a well-defined, research-based comprehensive school reform program that integrates and coherently aligns the nine required components outlined in the CSRD legislation. An essential part of the program is the adoption of a school improvement model that may either contain all nine components or be supplemented with other approaches to ensure a coherent, well-designed schoolwide program.

The nine components outlined in the legislation include:

- effective, research-based methods and strategies
- comprehensive design with aligned components
- professional development
- measurable goals and benchmarks
- support within the school
- parental and community involvement
- external technical support and assistance
- evaluation strategies, and
- coordination of resources.<sup>1</sup>

The federal initiative intends that the CSRD program provide financial incentives for high-poverty and low-performing schools to implement comprehensive school reform in order to

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<sup>1</sup> From *Guidance on the Comprehensive School Reform Demonstration Program*, U. S. Department of Education, March 13, 1998.

raise students' academic achievement. The CSRD funds were initially awarded to state education agencies (SEAs) based on one of two criteria—their Title I proportion of funds (Title I eligible schools) and/or their relative share of the school-aged population (Fund for the Improvement of Education eligible schools). While CSRD funds were focused on Title I schools, non Title I schools could also apply and be awarded a grant through FIE funds. The SEAs, in turn, awarded a minimum of \$50,000 per school based on competitive criteria, which included integrating the nine components listed above. The CSRD program funding assists SEAs and their schools in adopting and implementing successful comprehensive school reform models, which may be externally developed or developed internally by the schools that receive awards. Additionally, the federal legislation stipulates that the Regional Educational Laboratories provide assistance to support the ongoing development and maintenance of the CSRD initiative.

### **Purpose of the Study**

As part of its ongoing effort to assist and inform the SEAs, the Southwest Educational Development Laboratory (SEDL) developed a survey to gather information from the CSRD awarded schools in the Southwestern region about their initial progress in implementing the CSRD program. Based on the research and development literature on school change and improvement, the survey assesses the early implementation of CSRD programs in schools in SEDL's five states. Factors deemed essential to effective implementation of school initiatives are assessed through a quantitative measure, the *CSRD Early Implementation Survey* (see Appendix A). This report examines the results of the implementation status at two different times of all the CSRD funded schools in the SEDL region. Analyses were conducted to gather

information relative to the various correlates of successful implementation and school change.

The following factors or correlates were identified for inclusion in the survey:

- **Stakeholder involvement** (*Stakeholders usually include school staff, students, parents, district administrators, school board members, and community and business leaders.*)
- **Vision** (*Vision can be thought of as an image of the way we want our school to be as a result of the CSRD program; it answers the question, 'Where are we going?' and it defines direction.*)
- **School and district policies** (*Policies are the rules and practices that your school or district has in place to promote an environment conducive to learning.*)
- **Communication within the school** (*Communication can be thought of as the process by which information is exchanged within the school environment.*)
- **Materials and equipment for program use** (*Materials and equipment refers to those items that your school has designated for use in facilitating the implementation of the CSRD program.*)
- **Leadership** (*Leadership refers to the role of an individual who provides guidance and direction for change and improvement.*)
- **Professional development** (*Professional development can be thought of as training in new skills provided to school staff to continuously improve all aspects of the implementation of the CSRD program.*)
- **External program support** (*External program support can be thought of as those persons/organizations external to the school or district who assist and support the school staff in implementing the CSRD program.*)
- **Student progress** (*Student progress can be thought of as the achievement of student success indicators.*)
- **Context for change** (*Context for change can be thought of as an organization's state of readiness for change and improvement.*)

The following questions (relative to the factors listed above) were addressed in the analyses:

- What is the *implementation status* of the ten factors in the schools across the five states in the SEDL region?
- Are there any *significant differences on the implementation status* of the factors from time one to time two across the five states?

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The information from this report will be shared with the CSRD state coordinators and the CSRD-awarded LEAs in SEDL's region to provide information on the implementation progress of the CSRD program.

## Survey background

Quantitative in nature, the survey is intended to be used as part of a feedback process to produce useful information to the schools on their program implementation status. It is not intended to be used as the one and only process for monitoring progress in implementation, but instead should be used as one of multiple tools to help schools answer the question, "*Where are we now?*" A type of *needs sensing survey*, it helps inform schools whether they're on the right track towards successful implementation or if they need to make adjustments.

SEDL staff went through a series of steps in order to produce the *CSRD Early Implementation Survey*. First, in an effort to understand implementation, what it is, and what it requires, an extensive literature search of the research on school change and improvement, specifically on the implementation phase, was conducted.

Second, after a thorough, although not exhaustive, literature search, a wide array of factors were identified for inclusion in the survey.<sup>2</sup> The factors included in the survey were those that were predominantly mentioned in the literature as being essential to effective school change. Although some factors are more frequently mentioned than others, the consensus of the literature on change is that the factors all play a role in effecting implementation of initiatives in schools. Third, the nine CSRD components outlined in the legislation were also considered in

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<sup>2</sup> Resources and references consulted in the literature search have been published in a bibliography, *Correlates of Successful Implementation and School Change: An Annotated Bibliography* (Castañeda-English, P., Hord, S., Saenz, V., & Buttram, J., 2000)

the development of the survey in order to encompass a more thorough representation of the implementation of the CSRD program.

Fourth, prior to dissemination, piloting of the survey was conducted to gain further insight on the program implementation and to solicit feedback on the instrument itself. The four targeted pilot sites included both elementary and secondary school settings as well as urban and rural/small town school districts. Feedback from these schools was incorporated in the instrument.

Fifth, the SEDL internal Quality Assurance (QA) team also reviewed the survey and the suggested changes were incorporated. Lastly, the instrument was shared with the five CSRD state coordinators in the SEDL region. Based on their feedback, final adjustments were made to the survey and prepared for printing in scanable format and for final dissemination.

## **METHODOLOGY**

### **Procedures**

As part of the ongoing CSRD research work, the survey was administered twice (Fall, 1999 and Spring, 2000) to all 282 CSRD funded schools in the SEDL region with the support of their respective state education agencies.<sup>3</sup> State CSRD coordinators collaborated with SEDL staff on determining what distribution and return dates would be best for their schools. Surveys were mailed by SEDL to each school. The following items were included in each mailed packet:

- A letter on state letterhead addressed to the school's principal from the respective CSRD state coordinator explaining the nature and purpose of the survey and requesting the principal's cooperation and participation in the research (see Appendix B).
- A list of suggested instructions to the principal for distributing and collecting the surveys in his/her school (see Appendix C).
- The applicable number of surveys for each school along with brown envelopes to use for each completed survey to ensure confidentiality of responses.<sup>4</sup>
- A self-addressed postage-paid large envelope to be used to return the surveys to SEDL.

All surveys were returned to and processed by SEDL. Although a deadline was established for the return of the surveys, SEDL staff accepted and processed all surveys that were received after the due date in an effort to obtain a more representative sample for each state.

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<sup>3</sup> A total of 278 CSRD awards were granted in the SEDL region. However, there were 282 schools receiving the survey because AR and OK each had 3 schools that applied as one consortium.

<sup>4</sup> Number of surveys to be sent to each school was verified through the CSRD state coordinators; there were different amounts sent and numbers sent varied from 13-51 in AR, 16-80 in LA, 4-69 in NM, 11-60 in OK, and for TX all schools were sent a set amount of 25 surveys per the state coordinator's instructions.

## Participants

Across the region, surveys were obtained from 244 schools during the first administration and from 237 schools during the second administration. Total respondents by state ranged from 310 to 2,282 and number of schools returning surveys ranged from 16 to 121 (see Table 1). For the first administration of the survey, which was conducted during the Fall, 1999, return rates by state were high ranging from 75% to 96%. The second administration (Spring, 2000) return rates ranged from 66% to 93%. Return rates for three states decreased from time 1 administration to time 2 administration.

**Table 1**  
**Number of Schools and Respondents by State and Region**

State	No. of schools that received surveys		No. & percent of schools that returned surveys		No. of survey respondents	
	<i>Fall</i>	<i>Spring</i>	<i>Fall</i>	<i>Spring</i>	<i>Fall</i>	<i>Spring</i>
Arkansas	28	28	27 (96)	26 (93)	578	521
Louisiana	64	64	48 (75)	53 (83)	1031	1121
New Mexico	21	21	20 (95)	16 (76)	348	310
Oklahoma	32	32	29 (91)	21 (66)	522	415
Texas	137	137	120 (88)	121 (88)	2282	2263
REGION	282	282	244 (87)	237 (84)	4761	4630

The survey respondents included teachers, principals, superintendents, central/district office staff, other school staff, and a few parents.<sup>5</sup> Across the *five-state region* 86.7 percent

<sup>5</sup> Oklahoma was the only state that specifically requested extra surveys to administer to parents. Among other possibilities, the "other" category included those respondents who were parents; a specific *parent* category under *position title* was not designated in the survey.

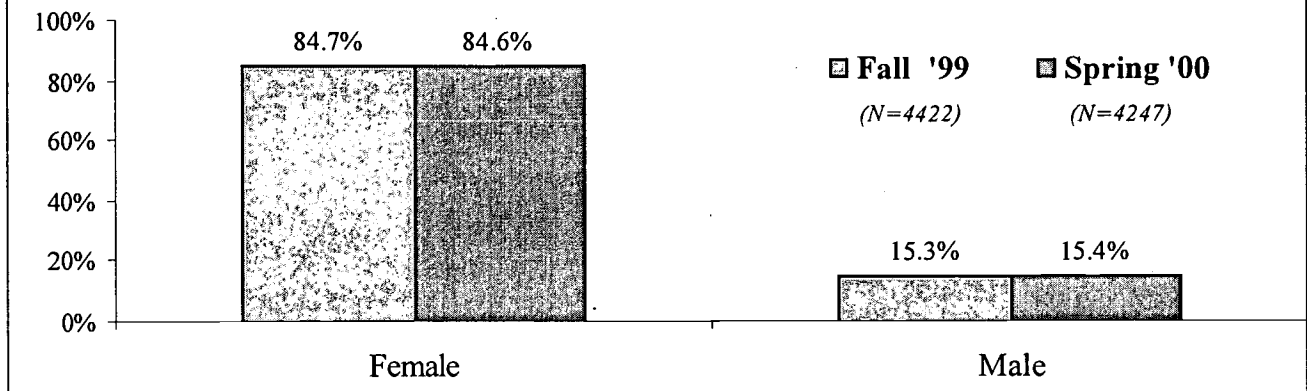
(Fall, 99) to 87 percent (Spring, 00) of the respondents represented teachers, 4.5 percent to 4.3 percent represented principals, 84.7 percent to 84.6 percent were females, and 55.0 percent to 52.4 percent of the respondents had greater than 10 years of teaching/administrative experience (see Figures 1, 2, and 3).

For *Arkansas*, the percentages for position title of respondents included 90.2 to 90.4 percent of teachers, principals made up 5 to 4.6 percent. The majority were female (88.3 percent in Fall and 91.1 percent in Spring), and over 60 percent of the respondents had greater than 10 years of teaching/administrative experience during both survey administrations (see Figures 4, 5, and 6).

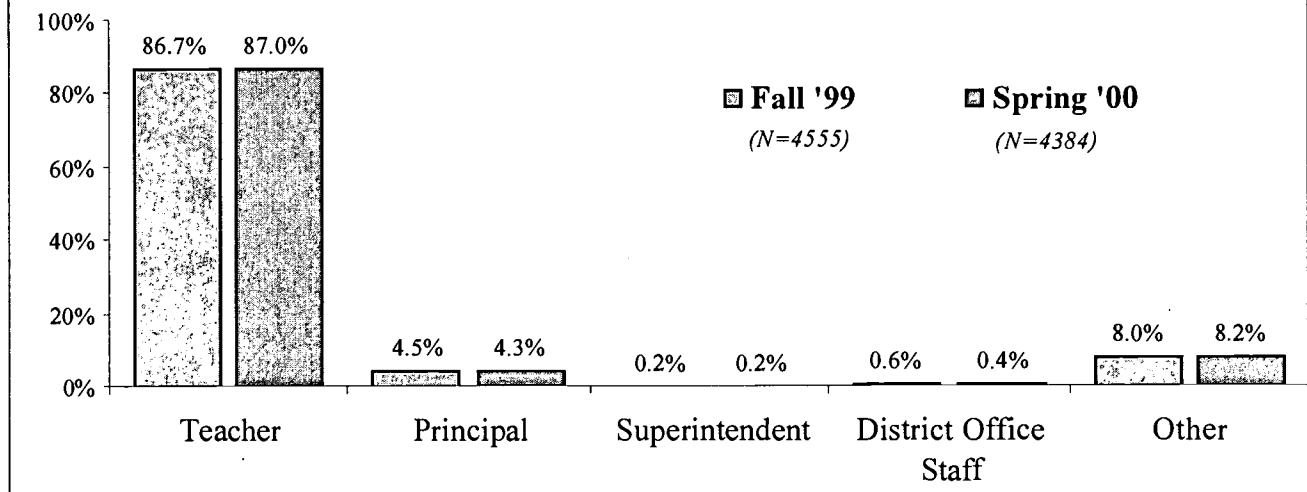
Teachers represented over 90 percent of the respondents in *Louisiana* during the two administrations of the survey. The majority of the respondents were female (over 85 percent both times), and over 55 percent of the respondents had greater than 10 years of teaching/administrative experience (see Figures 7, 8, and 9).

*New Mexico's* respondents were also made up of a majority of teachers (over 85 percent) and these respondents were predominantly female (over 80 percent). Although high (45.6 percent in Fall and 41.0 percent in Spring) in percentages as compared to the other categories, those respondents that had over 10 years of teaching/administrative experience did not represent the majority (see Figures 10, 11, and 12).

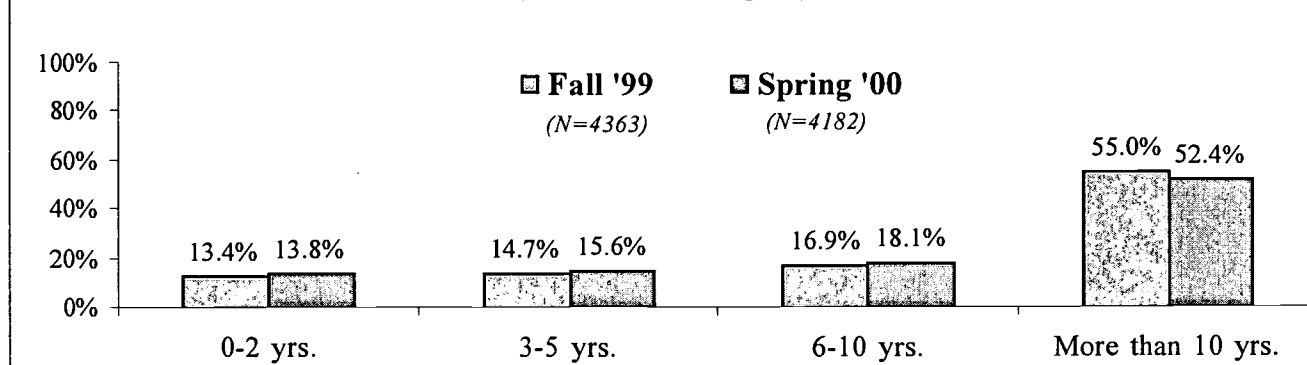
**Figure 1. Gender for Survey Respondents  
(Total 5-state region)**



**Figure 2. Position Title of Survey Respondents  
(Total 5-state region)**

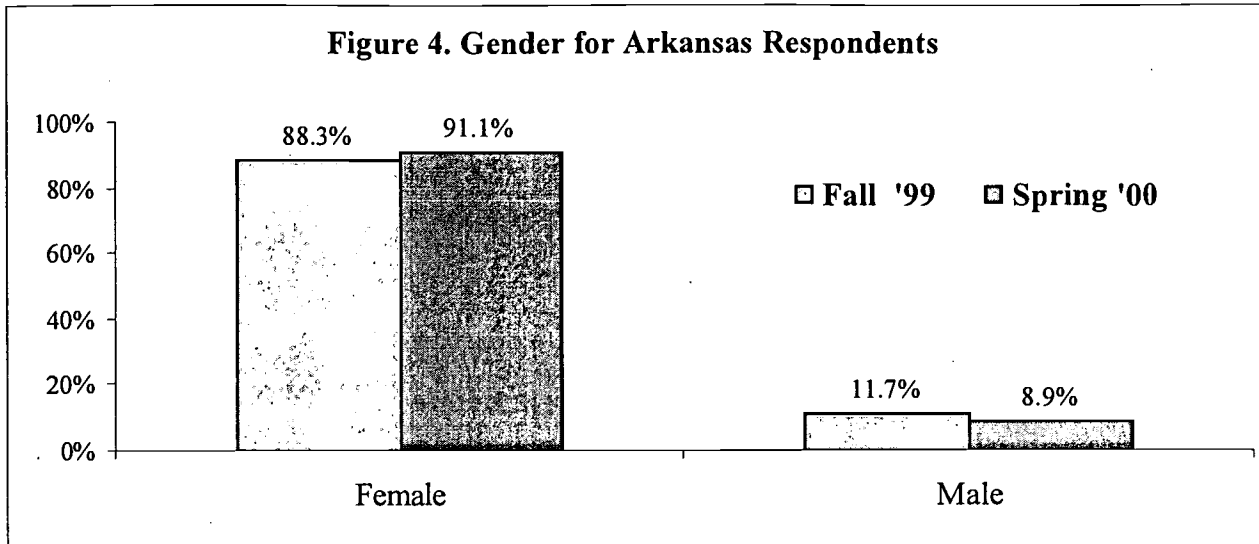


**Figure 3. Teaching/Administrative Experience for Survey Respondents  
(Total 5-state region)**

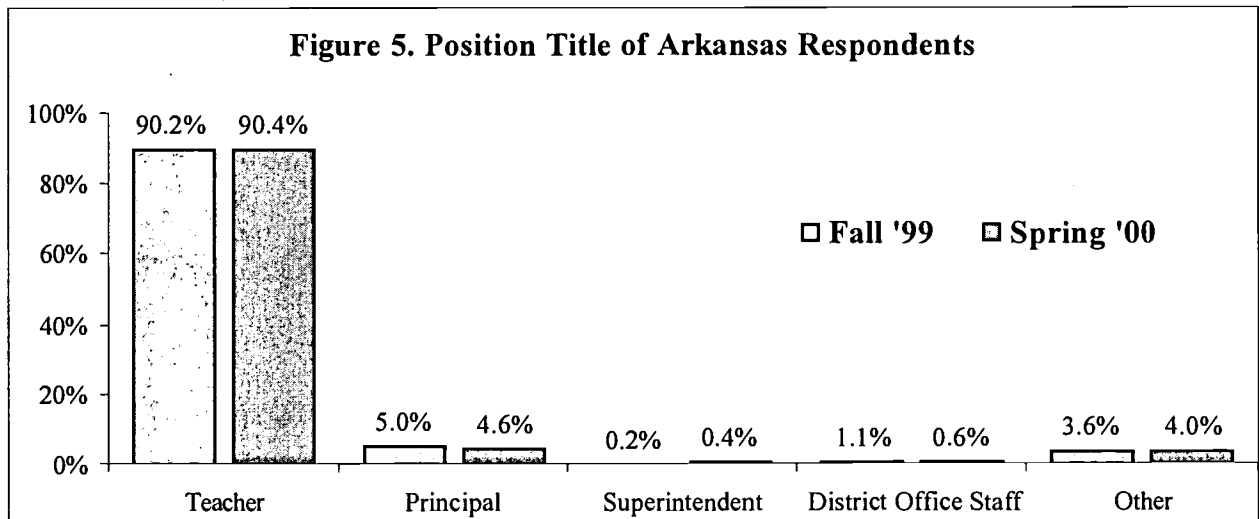


Note: The total N's for both Fall and Spring surveys on each item represent the number of respondents who answered that particular item and may not be equal to the total number of survey respondents for the region.

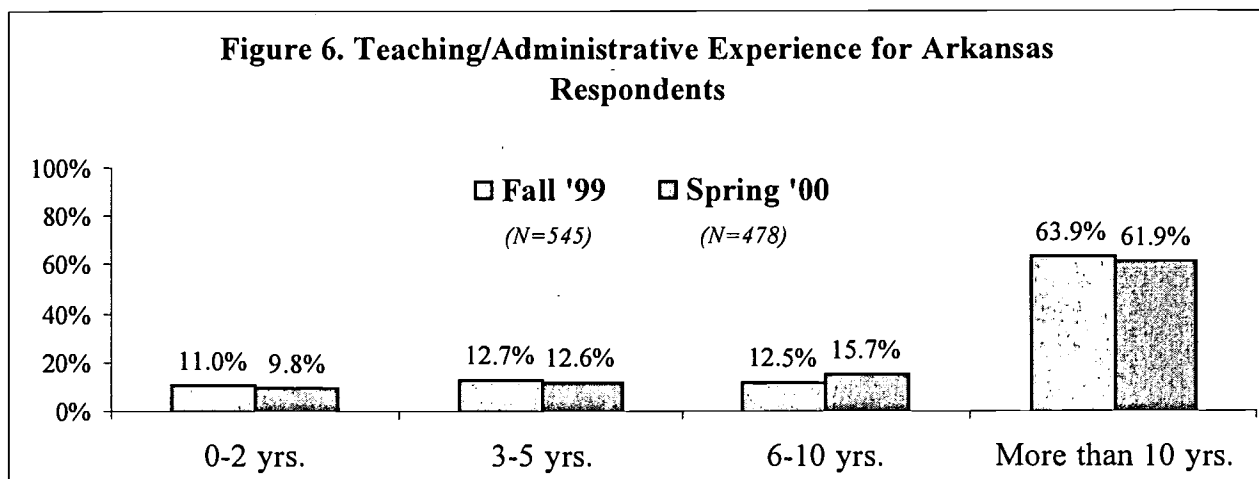
**Figure 4. Gender for Arkansas Respondents**



**Figure 5. Position Title of Arkansas Respondents**

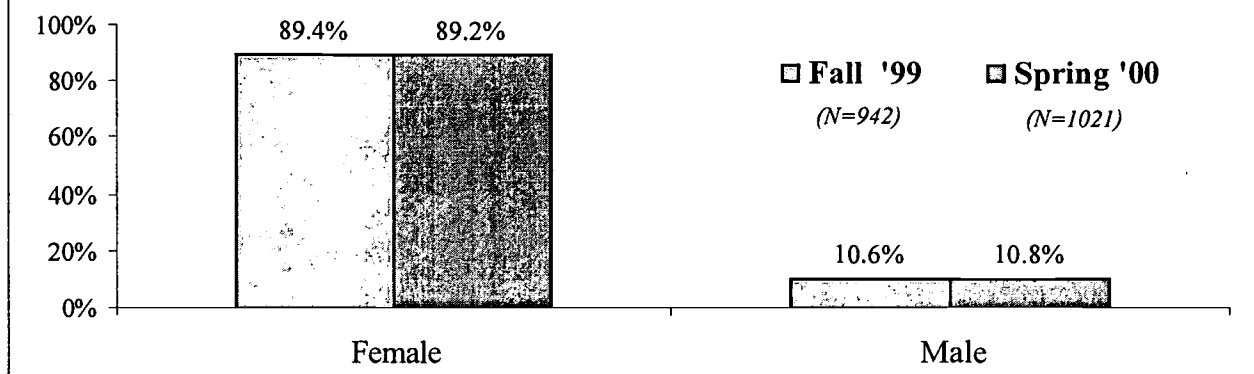


**Figure 6. Teaching/Administrative Experience for Arkansas Respondents**

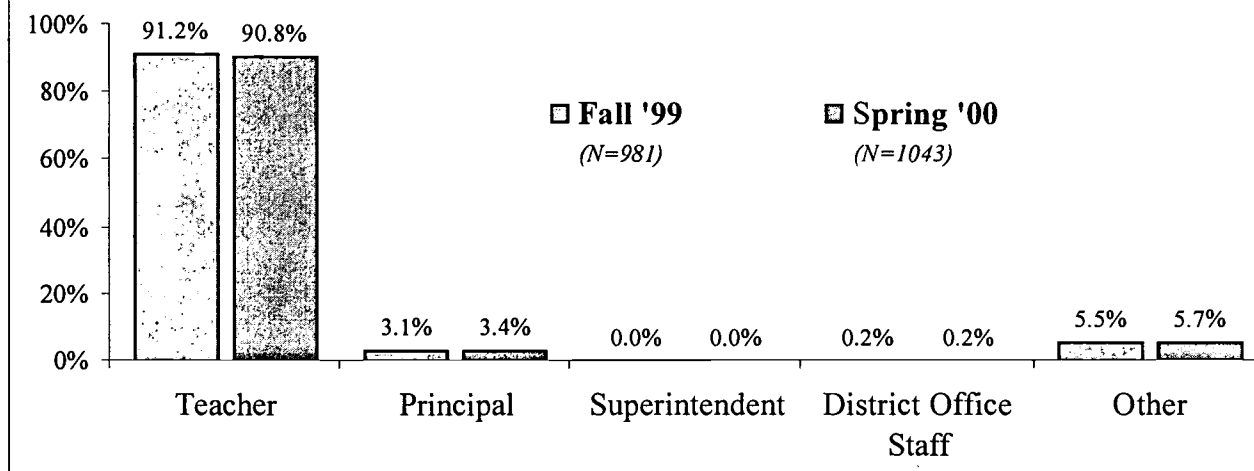


Note: The total N's for both Fall and Spring surveys on each item represent the number of respondents who answered that particular item and may not be equal to the total number of survey respondents for Arkansas.

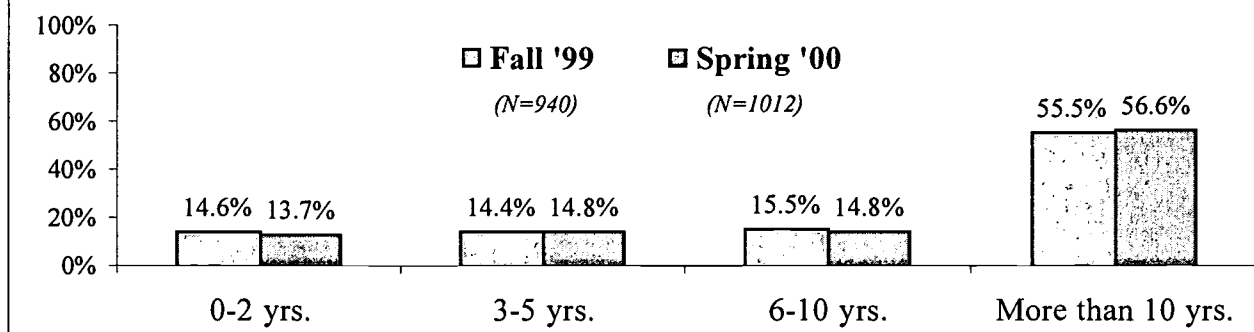
**Figure 7. Gender for Louisiana Respondents**



**Figure 8. Position Title of Louisiana Respondents**

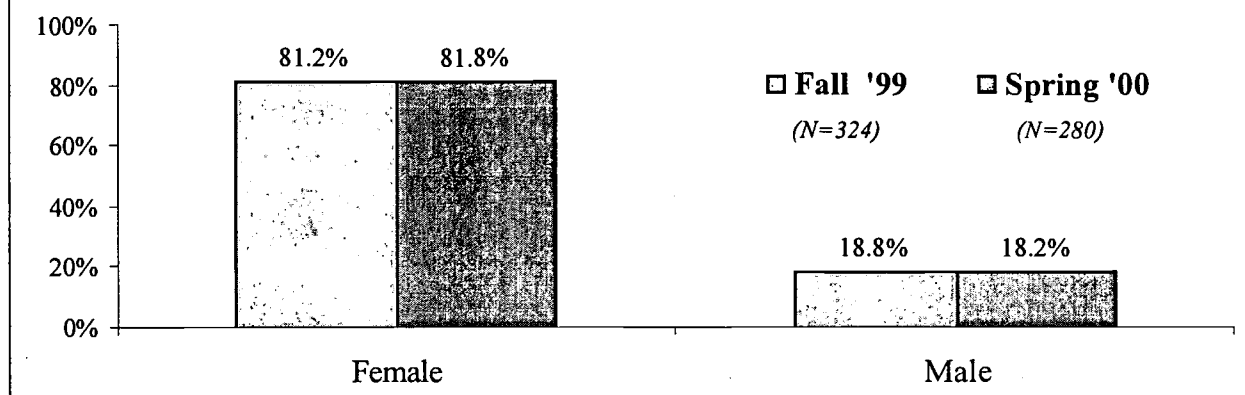


**Figure 9. Teaching/Administrative Experience for Louisiana Respondents**

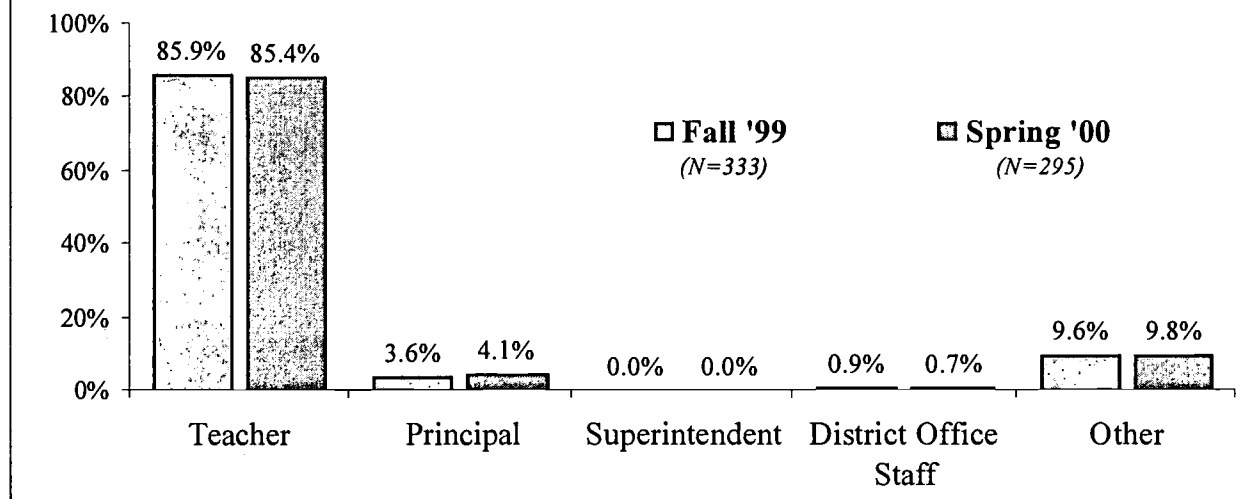


Note: The total N's for both Fall and Spring surveys on each item represent the number of respondents who answered that particular item and may not be equal to the total number of survey respondents for Louisiana.

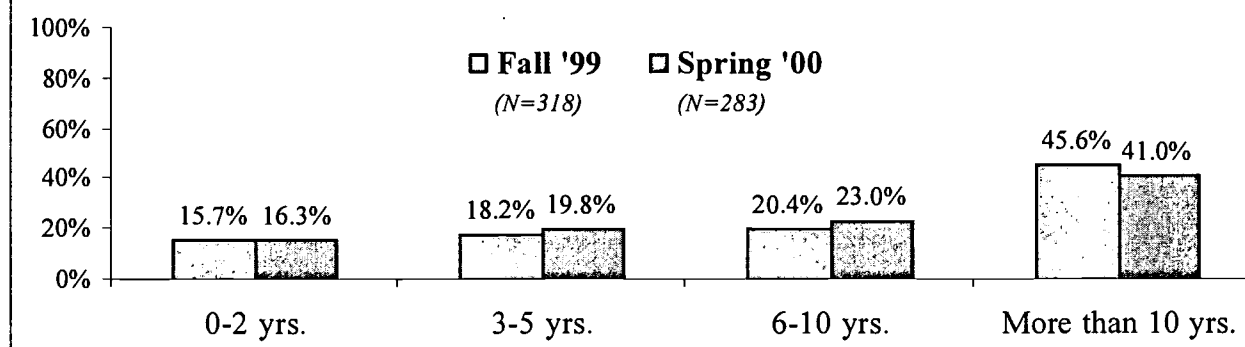
**Figure 10. Gender for New Mexico Respondents**



**Figure 11. Position Title of New Mexico Respondents**



**Figure 12. Teaching/Administrative Experience for New Mexico Respondents**



Note: The total N's for both Fall and Spring surveys on each item represent the number of respondents who answered that particular item and may not be equal to the total number of survey respondents for New Mexico.

For *Oklahoma*, the percentages for position title of respondents included 82.3 percent of teachers in the Fall and 78.8 percent of teachers in the Spring. Principals represented over 4 percent for both administrations. Over 85 percent of the respondents were female. Like New Mexico, those respondents designating they had over 10 years of teaching/administrative experience (46.3 percent in Fall and 44.7 percent in Spring) did not represent the majority among the categories listed (see Figures 13, 14, and 15).

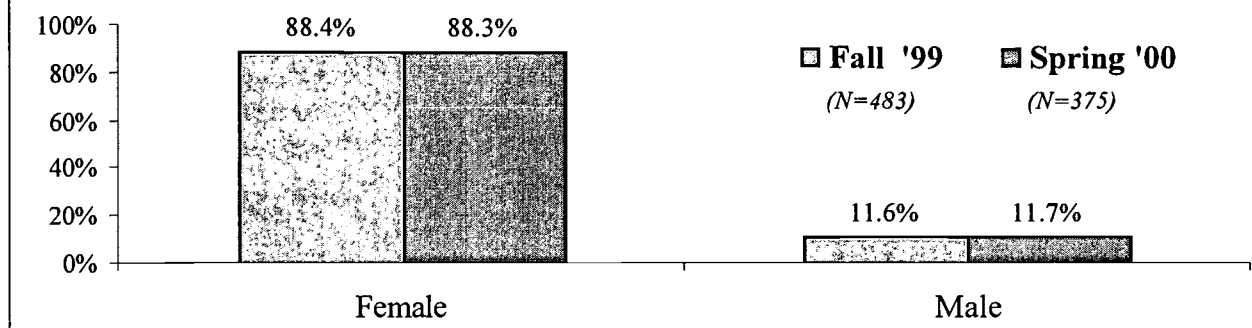
*Texas*, which had the largest sample, also had a majority of teachers represented in the sample (over 85 percent). Principals made up close to 5 percent of the respondents, and the majority of respondents were female. Slightly over 50 percent of the respondents designated they had greater than 10 years of teaching/administrative experience, with 6-10 years of experience designated as the second largest category for both survey administrations (see Figures 16, 17, and 18).

Overall, females and teachers represented the majority of respondents.<sup>6</sup> Respondents mostly designated that they had greater than 10 years of experience. In addition, respondents in four of the states selected 6-10 years of experience as the second (or close to) most mentioned category. In Oklahoma, however, 0-2 years of teaching/administrative experience is the second most selected category by the respondents.

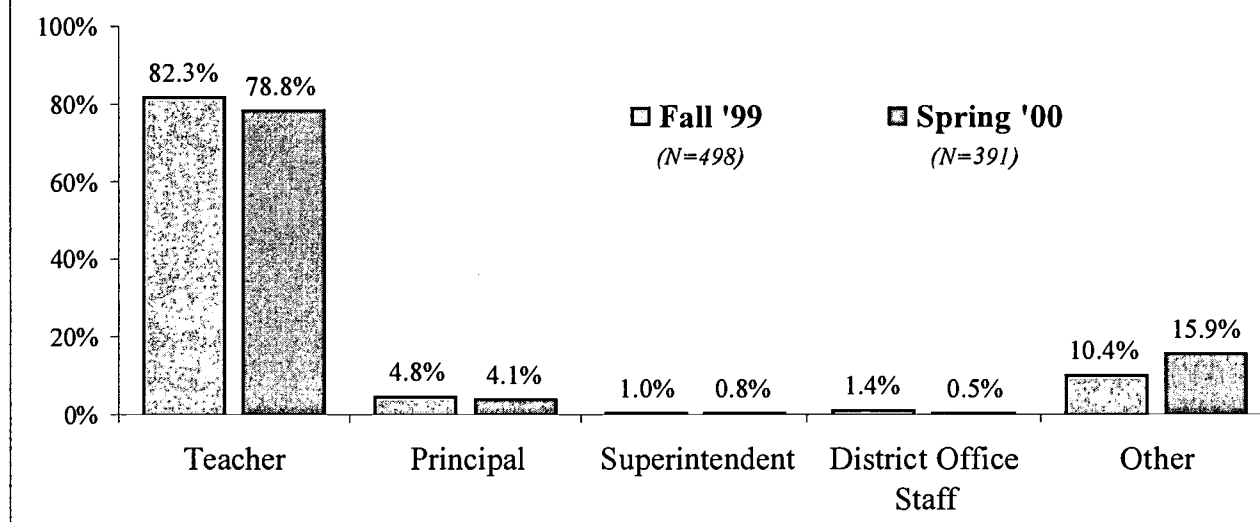
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<sup>6</sup> It was the intention of the researchers to gather responses mainly from the teachers and principals.

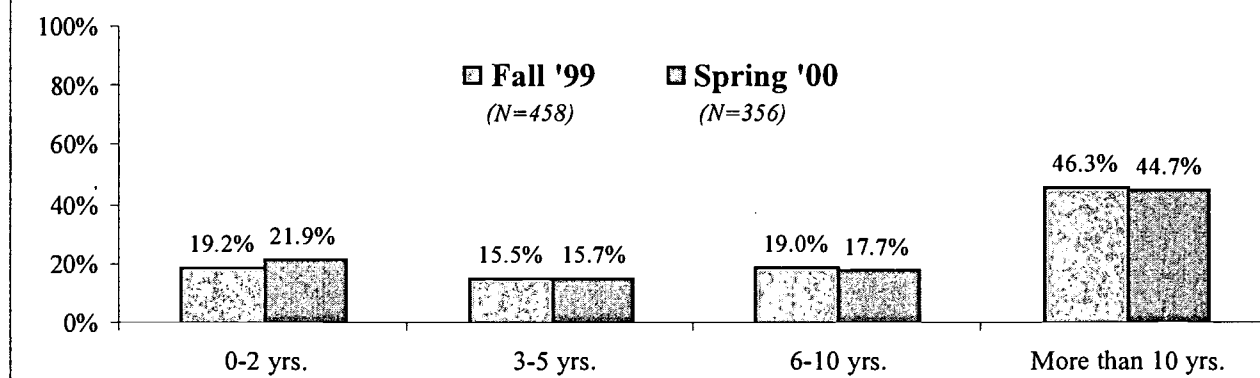
**Figure 13. Gender for Oklahoma Respondents**



**Figure 14. Position Title of Oklahoma Respondents**

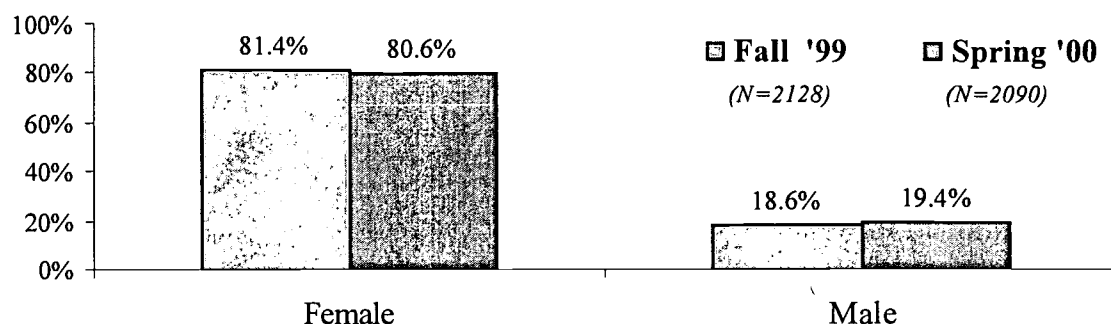


**Figure 15. Teaching/Administrative Experience for Oklahoma Respondents**

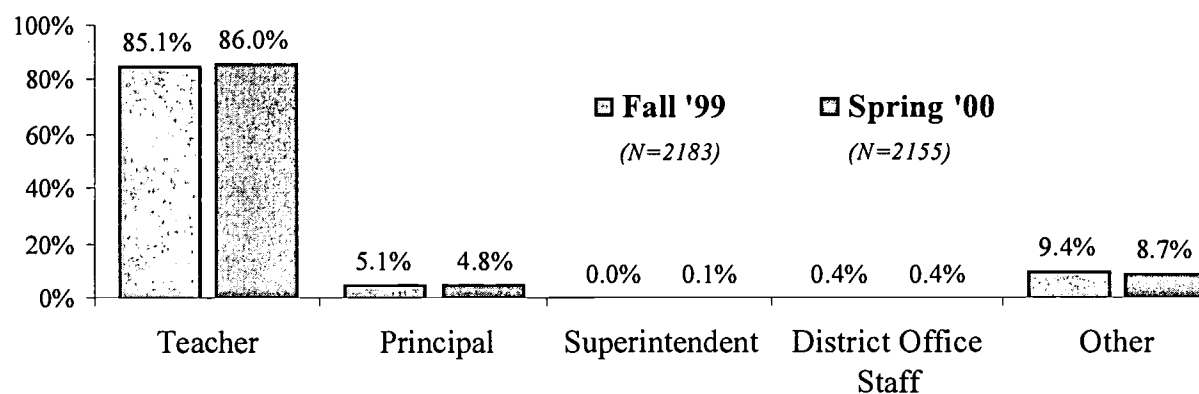


Note: The total N's for both Fall and Spring surveys on each item represent the number of respondents who answered that particular item and may not be equal to the total number of survey respondents for Oklahoma.

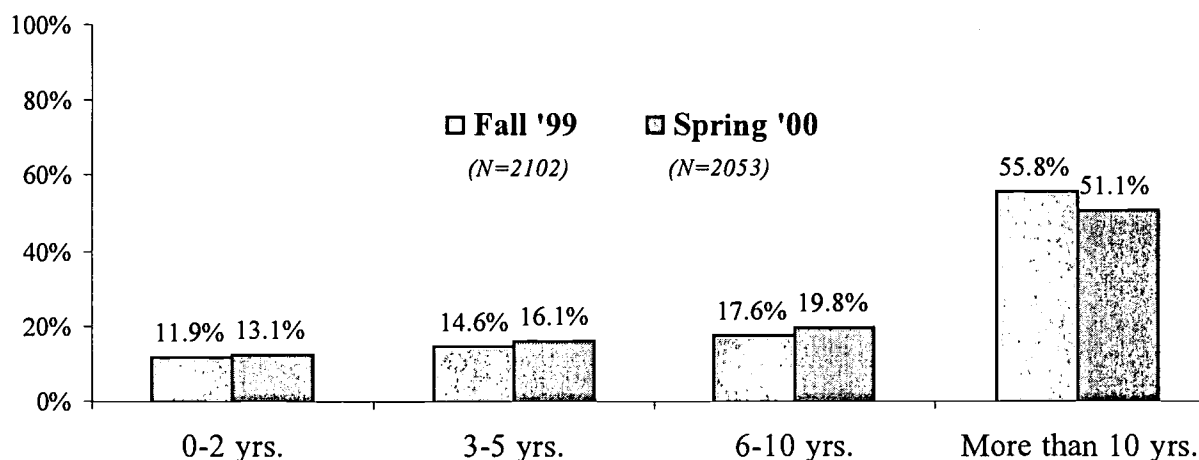
**Figure 16. Gender for Texas Respondents**



**Figure 17. Position Title of Texas Respondents**



**Figure 18. Teaching/Administrative Experience for Texas Respondents**



Note: The total N's for both Fall and Spring surveys on each item represent the number of respondents who answered that particular item and may not be equal to the total number of survey respondents for Texas.

## RESULTS

All data analyses were conducted using Excel, SPSS, and SAS software. The results are reported by states in alphabetical order. All analyses include the schools as the unit of analysis. Percentages were used to determine the relative distribution of responses across discrete items in the survey. Items in the survey that employed a four-point response scale ranged from strongly agree to strongly disagree or from excellent to poor. Analyses for these items included examining the percent distribution of responses across the four-point scale, determining a mean (or average) for a set of respondents, and looking at the variability across responses. The analyses addressed the ten factors identified for inclusion in the survey through the following questions:

- What is the *implementation status* of the ten factors in the schools across the five states in the SEDL region?
- Are there any *significant differences on the implementation status* of the factors from time one to time two across the five states?

### Implementation Status and Significant Differences

To help schools answer the question, “*Where are we now?*” in relation to the CSRD program, SEDL first examined the implementation status of the ten factors identified from the literature. Descriptive analyses were conducted. All descriptive data for each of the items are reported by state in Appendices D through H.

To determine if there were any significant differences in responses between time 1 (Fall, 99) and time 2 (Spring, 00), scores on each factor for each school were matched, and a dependent

sample t-test was conducted with schools as the unit of analysis. Statistical significance was noted at the  $p < 0.05$ .

Presented are the states' results in alphabetical order. Arkansas and New Mexico had no significant differences in responses between time 1 and time 2 of the survey administration.

### Arkansas

State results for each of the factors in the survey are shown in Appendix D. The data reveal that Arkansas respondents were generally positive in their perceptions of how the program is being implemented. Key findings for the factors include the following:

- *Stakeholder*—Of all the stakeholders listed, the teachers, principals, district administrators and model developers were the most highly involved during both the *planning for implementation* and *implementation* processes for both Fall and Spring administrations. Students were perceived as being much more involved during the *implementation* process than the *planning for implementation* process. Parents, although not as highly involved as the stakeholders just mentioned, tended to be moderately involved.
- *Vision*—Respondents agree their school's vision for the CSRD program is understood, supported, provides guidance, and is linked to student outcomes.
- *Policies*—When it comes to both district level and school level policies, there is a perception among the respondents that the policies are helping and not hindering the program.
- *Communication*—While the communication between teachers and the principal and between the principal and district staff is rated as *good* to *excellent*, the communication

between the teachers and the district staff does not fare as well, with ratings in the *fair* range.

- *Materials and Equipment*—The different aspects of materials and equipment are rated highly, and the respondents believe that available funding is sufficient to implement the program.
- *Leadership*—Principals are identified as the primary leader in charge of the school's CSRD program. The respondents perceive that the primary leader's actions toward supporting the program are positive, with responses ranging in the *agree* to *strongly agree* ratings.
- *Professional Development*—Professional development activities related to the CSRD program tend to be conducted mostly by the CSR Model Representative, mainly occur after school and are conducted mainly at the school building. Generally, the data indicate that there is a positive perception toward the professional development activities. However, respondents tend to *disagree* that the activities are promoted with incentives, that the activities allow enough time for the development of expertise, and that the activities include sufficient training prior to the implementation of the program.
- *External Program Support*—The external program support provided is rated favorably. Although respondents perceive that external program support is provided by highly competent persons, they disagree that the same person provides the support consistently.
- *Student Progress*—Respondents agree that the program is addressing indicators of student progress and that the program is promoting a positive context for change.
- *Context for Change*—Lastly, respondents believe that the teachers support the program, consider the program of value, and want to see the program continue.

In summary, Arkansas' findings point to the necessity of looking more closely at the involvement of parents, communication between the teaching and district staffs, the time allotted for professional development activities and sufficient preparation for implementing the program prior to the onset of the program. Nonetheless, respondents perceive that the primary leader's actions toward supporting the program are positive and that the teachers support the program and want to see it continue.

### Louisiana

State results for each of the items in the survey are shown in Appendix E. Respondents in Louisiana generally agree that the implementation of the program is progressing favorably.

Key findings for the factors include the following:

- *Stakeholder*—High stakeholder involvement during the *planning for implementation* and *implementation* processes is prevalent among teachers and principals. Parents have moderate involvement in both the *planning for implementation* and *implementation* phases. There is an increase seen in student involvement in the *planning for implementation* process from Fall to Spring; the students are perceived as highly involved during the *implementation* process.
- *Vision*—Data indicates that the respondents *agree* that the school's vision for the CSRD program is supported, provides guidance, and is linked to desired student outcomes.
- *Policies*—District and school level policies are both generally perceived as somewhat favorable to the program. Respondents agree that the school level policies facilitate the program's implementation by promoting communication and permitting reorganization of school structures. However, the data indicate that respondents are less satisfied with the district level policies.

- *Communication*—Communication overall is rated just *fair*. The data reveal a lack of openness of communication regarding the program between relevant school and district staff.
- *Materials and Equipment*—Overall, materials and equipment are rated highly except for the item stipulating their arrival on schedule. Respondents indicate that the materials and equipment are not arriving on schedule. When asked if the funding used for the program was sufficient, respondents feel that it is sufficient to implement the program.
- *Leadership*—The majority of responses indicate that the principals are the primary leaders in charge of the CSRD program at their schools. The primary leader is rated positively with data revealing that the respondents feel he/she has done many positive things to make the program work.
- *Professional Development*—The CSRD program’s professional development activities are mainly conducted by the CSR Model Representative, and the activities are mostly conducted at the school and mostly occur after school. Respondents *agree* that professional development activities are relevant, use the school vision as guidance, are supported, are attended by the majority of teachers, are conducted by the same and highly competent persons, and provide opportunities to collaborate with each other. However, respondents less often agree that these same activities are promoted with incentives, allow enough time for expertise development, include sufficient training during and prior to implementation, and include monitoring of teacher expertise in implementing the program.
- *External Program Support*—Respondents agree that the external program support is timely, is provided by competent persons, is readily available, is relevant to the program, and is of sufficient quantity.

- *Student Progress*—Data indicate respondents are pleased with the program’s linkage to desired student outcomes, its promotion of student success, and its promotion of other student success indicators.
- *Context for Change*—Overall, the respondents feel that their schools were prepared for the changes the program introduced, identify the program as being adaptable to new changes and believe it is being implemented coherently. Respondents agree that the teachers are supportive of the program, consider it of value, and want the program to continue.

Louisiana’s findings of the descriptive data indicate that the rate of parent involvement, district policies affecting the CSRD program, and the time allotted for professional development activities, as well as sufficient preparation for implementing the program prior to the onset of the program, are factors that may need some attention.

Concerning the differences in responses from time 1 to time 2 for Louisiana, significant differences in responses were found in the areas of *communication, materials and equipment, leadership, and external program support*. Table 2 lists the specific items that indicate a significant difference in responses for each of these factors. Communication between teachers and the principal are perceived as improved over time. Generally, the materials and equipment’s ease of use, replacements as needed, accessibility, appropriateness, and maintenance, are viewed by the respondents as having improved as the program implementation has progressed. The respondents agree that the primary leader has improved when it comes to setting a positive tone for change. External program support is viewed as positively contributing to the program. Respondents feel that the external program support has improved over time when it comes to being provided in a timely manner and being of sufficient quantity to develop expertise.

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**Table 2**  
**Louisiana Items' Means**

Survey Items	Fall '99 (N=44)		Spring '00 (N=44)		t	p value
	Mean	SD	Mean	SD		
Rate the openness of <i>communication</i> regarding the CSRSD program between teachers and the principal.	2.87	0.55	3.00	0.55	2.27	0.028
The <i>materials</i> used in my school's CSRSD implementation process arrived on schedule.	2.75	0.53	2.85	0.50	1.76	0.086 <sup>a</sup>
The <i>materials</i> used in my school's CSRSD implementation process are easy to use.	3.15	0.40	3.23	0.33	2.02	0.049
The <i>materials</i> used in my school's CSRSD implementation process are replaced as needed.	2.95	0.52	3.07	0.39	2.27	0.028
The <i>equipment</i> used in my school's CSRSD implementation process arrived on schedule.	2.80	0.50	2.92	0.42	2.56	0.014
The <i>equipment</i> used in my school's CSRSD implementation process is easy to use.	3.14	0.34	3.21	0.30	1.80	0.080 <sup>a</sup>
The <i>equipment</i> used in my school's CSRSD implementation process is easily accessible.	3.06	0.39	3.21	0.33	3.31	0.002
The <i>equipment</i> used in my school's CSRSD implementation process is appropriate for all students.	3.13	0.39	3.21	0.33	2.33	0.025
The <i>equipment</i> used in my school's CSRSD implementation process is well maintained.	3.07	0.44	3.22	0.35	2.83	0.001
The <i>equipment</i> used in my school's CSRSD implementation process has up-to-date technology.	3.07	0.46	3.15	0.38	1.71	0.094 <sup>a</sup>

Note. Values represent mean ratings from 1 to 4, where 1=strongly disagree, 2=disagree, 3=agree, and 4=strongly agree.

Note. The total N's represent the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.

<sup>a</sup> Designates a trend.

t = t statistic.

p= probability value

**Table 2 (cont.)**  
**Louisiana Items' Means**

Survey Items	Fall '99 (N=44)		Spring '00 (N=44)		t	p value
	Mean	SD	Mean	SD		
The <i>primary leader</i> sets a positive tone for change.	3.24	0.37	3.32	0.30	2.12	0.040
The <i>external program support</i> is provided in an ongoing/timely manner.	2.99	0.44	3.10	0.33	2.54	0.015
The <i>external program support</i> is provided by highly a competent person(s).	3.12	0.38	3.21	0.28	1.92	0.061 <sup>a</sup>
The <i>external program support</i> is provided by the same person(s).	2.92	0.37	3.03	0.34	1.92	0.063 <sup>a</sup>
The <i>external program support</i> is relevant to the model being implemented.	3.09	0.37	3.19	0.32	1.96	0.057 <sup>a</sup>
The <i>external program support</i> is of sufficient quantity to support the development of expertise in implementing the program.	2.98	0.44	3.09	0.35	2.41	0.020

*Note.* Values represent mean ratings from 1 to 4, where 1=strongly disagree, 2=disagree, 3=agree, and 4=strongly agree.

*Note.* The total N's represent the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.

<sup>a</sup> Designates a trend.

t = t statistic.

p= probability value

## New Mexico

State results for each of the items in the survey are shown in Appendix F. Respondents generally agree that the implementation of the program is progressing favorably. Key findings for the factors include the following:

- *Stakeholder*—Of all the stakeholders listed, the teachers and principals were the most highly involved during both the *planning for implementation* and *implementation* processes. Students are perceived as being much more involved during the *implementation* process than the *planning for implementation* process. Parents and Model Developers, although not as highly involved as the stakeholders just mentioned, tend to be moderately involved.

- *Vision*—Respondents tend to *agree* that their school’s vision for the CSRD program is supported, provides guidance, and is linked to desired student outcomes.
- *Policies*—Respondents believe that the school level policies facilitate the program’s implementation, promote communication and permit reorganization of school structures to enhance implementation. The data indicate less satisfaction with the district level policies. The respondents perceive the district level policies are less facilitative toward the program implementation.
- *Communication*—The openness of communication between relevant school staff and the district staff is not rated very highly by the respondents. They perceive that this communication is just *fair*.
- *Materials and Equipment*—While the majority of the items on materials and equipment are rated highly, the respondents perceive that the appropriateness and timely arrival of materials and equipment need some improvement. Overall, the respondents believe that available funding is sufficient to implement the program.
- *Leadership*—Principals are identified as the primary leader in charge of the school’s CSRD program the majority of times. The respondents perceive that the primary leader’s actions toward supporting the program are positive, with responses ranging in the *agree* to *strongly agree* ratings.
- *Professional Development*—Professional development activities related to the CSRD program tend to be conducted mostly by the CSR Model Representative, mainly occur after school and are conducted mainly at the school building. Generally, the data indicate that there is a positive perception toward the professional development activities. However, respondents tend to express less agreement with items indicating that the

activities are promoted with incentives, that the activities allow enough time for the development of expertise, that the activities include monitoring of teacher expertise and that the activities include sufficient training prior to the implementation of the program.

- *External Program Support*—Although respondents perceive that external program support is provided by highly competent persons, is readily available, and is relevant to the model being implemented, the data indicate less agreement that the external support is of sufficient quantity to support the development of expertise in implementing the program.
- *Student Progress*—Respondents agree that the program is addressing indicators of student progress and that the program is promoting a positive context for change.
- *Context for Change*—Teachers are perceived as supportive of the program. In addition, it is perceived that teachers consider the program of value, and want to see the program continue.

New Mexico's findings illustrate that district level policies, communication with the district, sufficient professional development training, and monitoring of teacher expertise are topics that respondents have expressed concern about in their CSRD program implementation and may require some attention.

## Oklahoma

State results for each of the items in the survey are shown in Appendix G. The data reveal that Arkansas respondents are generally positive in their perceptions of how the program is being implemented. Key findings for the factors include the following:

- *Stakeholder*—Teachers, principals, and parents are the most highly involved during both the *planning for implementation* and *implementation* processes. Students are perceived as being much more involved during the *implementation* process than the *planning for implementation* process. District administrators and model developers, although not as highly involved as the stakeholders just mentioned, are moderately involved, according to respondents.
- *Vision*—Data indicates that respondents *agree* that their school’s vision for the CSRD program is articulated and supported by the majority of stakeholders, provides guidance, and is linked to desired student outcomes.
- *Policies*—Policies at the school level are perceived as promoting the implementation of the program. The district level policies, however, are not perceived as promoting communication to facilitate the implementation of the program.
- *Communication*—Communication between the teachers and the principal is considered good, while the communication between the school staff and the district staff is not.
- *Materials and Equipment*—Respondents agree that materials and equipment are appropriate, easy to use, and replaced as needed. They are not as likely to agree that the equipment had arrived on schedule. Available funding is perceived as sufficient to implement the program.

- *Leadership*—Principals and teachers are almost equally identified as the primary leaders in charge of the school's CSRD program. Data indicate that the primary leader is seen as a positive promoter of the program.
- *Professional Development*—Data indicate that professional development activities related to the CSRD program are conducted mostly by the CSR Model Representative, mainly occur after school and are conducted mainly at the school building. The respondents agree that professional development activities are relevant, are guided by the school's vision, are supported with adequate resources, are attended by the majority of teachers, are conducted by highly competent persons, and provide opportunities to collaborate. However, respondents indicate less agreement with the statements that the activities are promoted with incentives, allow enough time for the development of expertise, include monitoring of teacher expertise, and include sufficient training prior to the implementation of the program.
- *External Program Support*—Responses to external program support items indicate that the support is going well.
- *Student Progress*—Respondents agree that the program promotes indicators of student progress and that it promotes a positive context for change.
- *Context for Change*—The majority of teachers at the school are seen as supportive of the program, feel that it is of value, and want to see it continue.

Oklahoma's findings of the descriptive data indicate that the respondents do not perceive that the district level policies facilitate the implementation of the CSRD program, and that the communication between the school and the district needs improvement. Concerning the

professional development activities, the respondents feel that the activities need improvement in allowing enough time for sufficient training, and that the activities lack monitoring of teacher expertise. These findings point to areas of possible future attention.

Concerning the differences in responses from time 1 to time 2 for Oklahoma, the respondents indicate that improvement has been made over time on the *materials* timely arrival and ease of use. Although not significantly different, they also feel that the materials' distribution and appropriateness for the program has somewhat improved (see Table 3).

**Table 3**  
**Oklahoma Items' Means**

Survey Items	Fall '99 (N=21)		Spring '00 (N=21)		t	p value
	Mean	SD	Mean	SD		
The <i>materials</i> used in my school's CSRD implementation process arrived on schedule.	2.86	0.53	3.04	0.44	2.71	0.014
The <i>materials</i> used in my school's CSRD implementation process have been distributed on site.	3.11	0.44	3.20	0.41	1.88	0.075 <sup>a</sup>
The <i>materials</i> used in my school's CSRD implementation process are easy to use.	3.03	0.42	3.18	0.34	2.57	0.018
The <i>materials</i> used in my school's CSRD implementation process are appropriate for the CSRD program being implemented.	3.13	0.46	3.27	0.34	1.86	0.078 <sup>a</sup>

Note. Values represent mean ratings from 1 to 4, where 1=strongly disagree, 2=disagree, 3=agree, and 4=strongly agree.

Note. The total N's represent the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.

<sup>a</sup> Designates a trend.

t = t statistic.

p= probability value

## Texas

State results for each of the items in the survey are shown in Appendix H. Respondents in Texas generally agree that the implementation of the program is progressing favorably. Key findings for the factors include the following:

- *Stakeholder*—Teachers and principals are the groups with high stakeholder involvement during the *planning for implementation* and *implementation* processes. Parents, district administrators, and model representatives have moderate involvement for both the *planning for implementation* and *implementation* phases. Students are much more involved during the *implementation* process.
- *Vision*—Data indicate that respondents *agree* that the school’s vision for the CSRD program is articulated and supported by the stakeholders, provides guidance, and is linked to desired student outcomes.
- *Policies*—Respondents agree that the school level policies facilitate the program’s implementation; fewer agree that the district level policies do the same. Both school and district level policies are perceived as promoting communication and permitting reorganization of school structures.
- *Communication*—Communication overall is rated just *fair*. The data reveal a lack of openness of communication regarding the program between relevant school and district staff.
- *Materials and Equipment*—Overall, respondents agree that the materials and equipment are easy to use, appropriate, well-maintained, and easily accessible. However, they do not agree that materials and equipment arrived on schedule. Data indicate that the CSRD funds are coordinated with other state and local funding and are of sufficient quantity.

- *Leadership*—Data indicate the principals are the primary leaders in charge of the CSRD program at their schools. Overall, the primary leader is rated positively. The respondents believe the leader sets a positive tone for change, promotes student learning, supports teacher networking and mentoring, and provides resources for teacher learning.
- *Professional Development*—The CSRD program’s professional development activities are mainly conducted by the CSR Model Representative, and the activities are mostly conducted at the school and mostly occur after school. Respondents *agree* that professional development activities are relevant, use the school vision as guidance, are supported with adequate resources, are attended by the majority of teaches, and are conducted by highly competent persons. However, somewhat less agreement is indicated that these same activities are promoted with incentives, provide opportunities for teachers to collaborate with each other, allow enough time for teacher expertise development, include sufficient teacher training during and prior to implementation, and include monitoring of teacher expertise in implementing the program.
- *External Program Support*—Respondents agree that the external program support for the CSRD program is timely, relevant, and of sufficient quantity to support the development of expertise.
- *Student Progress*—Data indicate the schools’ CSRD program is promoting an increase in student success indicators such as high attendance, good behavior, and engaged student learning.
- *Context for Change*—Overall, the respondents feel their schools were prepared for the changes the program introduced, identify the program as being adaptable to new changes and

believe it is being implemented coherently. Respondents agree that teachers are supportive of the program, consider it of value, and want the program to continue.

Texas' findings of the descriptive data indicate that communication and support from the district are areas that may need some attention. In addition, the professional development activities —providing opportunities for collaboration, allowing for teacher expertise development, monitoring of teacher expertise — are perceived as lacking by the respondents.

Concerning the differences in responses from time 1 to time 2 for Texas, significant differences in responses from schools were found in the areas of *materials and equipment*, *leadership*, *professional development*, and *external program support* for Texas. Table 4 lists the specific items that indicate a significant difference in responses for each of these factors. Overall, respondents indicate that school level policies are not as effective in promoting communication as they were the first time they responded to the item. The arrival, use, accessibility, and appropriateness of materials and equipment are perceived as having improved over time. However, the primary leader is seen as less effective over time in setting a positive tone for change, promoting the vision, promoting student achievement, and being aware of student progress. In the area of external program support, the same person providing the training is more consistently carried out as time elapses. The timeliness, relevancy, and competency of the training/trainer are seen in a positive light by the respondents.

**Table 4**  
**Texas Items' Means**

Survey Items	Fall '99 (N=109)		Spring '00 (N=109)		t	p value
	Mean	SD	Mean	SD		
<i>Policies</i> at the <i>school level</i> promote communication to facilitate the implementation of the CSRD program.	3.29	0.33	3.25	0.30	-1.70	0.092 <sup>a</sup>
The <i>materials</i> used in my school's CSRD implementation process arrived on schedule.	2.86	0.49	2.97	0.39	2.57	0.012
The <i>equipment</i> used in my school's CSRD implementation process arrived on schedule.	2.80	0.52	2.99	0.42	3.89	0.000
The <i>equipment</i> used in my school's CSRD implementation process is easy to use.	3.11	0.32	3.20	0.26	2.83	0.006
The <i>equipment</i> used in my school's CSRD implementation process is easily accessible.	3.01	0.43	3.13	0.29	3.37	0.001
The <i>equipment</i> used in my school's CSRD implementation process has up-to-date technology.	3.04	0.42	3.10	0.38	1.73	0.086 <sup>a</sup>
The <i>equipment</i> used in my school's CSRD implementation process is appropriate for the CSRD program being implemented.	3.14	0.34	3.19	0.30	1.99	0.049 <sup>a</sup>
The <i>primary leader</i> sets a positive tone for change.	3.36	0.31	3.30	0.35	-2.23	0.028
The <i>primary leader</i> promotes the vision for my school's CSRD program.	3.36	0.30	3.31	0.33	-1.77	0.079 <sup>a</sup>

Note. Values represent mean ratings from 1 to 4, where 1=strongly disagree, 2=disagree, 3=agree, and 4=strongly agree.

Note. The total N's represent the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.

<sup>a</sup> Designates a trend.

t = t statistic.

p = probability value

**Table 4 (cont.)**  
**Texas Items' Means**

Survey Items	Fall '99 (N=109)		Spring '00 (N=109)		t	p value
	Mean	SD	Mean	SD		
The <i>primary leader</i> promotes student learning/achievement.	3.45	0.27	3.38	0.32	-2.45	0.016
The <i>primary leader</i> is aware of student progress.	3.38	0.30	3.32	0.31	-2.45	0.016
The majority of <i>professional development</i> activities are conducted by highly competent persons.	3.21	0.23	3.17	0.27	-1.77	0.079 <sup>a</sup>
The majority of <i>professional development</i> allow enough time for the development of expertise in implementing the program.	2.80	0.36	2.86	0.35	1.95	0.054 <sup>a</sup>
The majority of <i>professional development</i> activities include sufficient training for the use of CSRD-related materials and equipment.	2.89	0.33	2.95	0.32	2.34	0.021
The <i>external program support</i> is provided in an ongoing/timely manner.	2.98	0.33	3.04	0.27	1.80	0.074 <sup>a</sup>
The <i>external program support</i> is provided by highly a competent person(s).	3.10	0.33	3.16	0.27	1.79	0.077 <sup>a</sup>
The <i>external program support</i> is provided by the same person(s).	2.94	0.31	3.01	0.29	2.09	0.039
The <i>external program support</i> is relevant to the model being implemented.	3.12	0.26	3.17	0.22	1.78	0.079 <sup>a</sup>

Note. Values represent mean ratings from 1 to 4, where 1=strongly disagree, 2=disagree, 3=agree, and 4=strongly agree.

Note. The total N's represent the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.

\* p<.05

<sup>a</sup> Designates a trend.

t = t statistic.

p= probability value

## CONCLUDING REMARKS

The examination of the results of the *CSRD Early Implementation Survey* for the SEDL region provided some interesting observations across the five states. Although, in general, the perceptions of the respondents toward the implementation of the CSRD program were positive, the findings suggest that there are some areas that may benefit from further attention from both the SEAs and the LEAs.

Across the region, the teachers and principals were predominantly viewed as the stakeholders who were involved in both the *planning for implementation* and *implementation* phases of the program. An exception to this finding was Oklahoma, where parents were also identified as key stakeholders involved during the planning and implementation phases of the program. As one of the nine components outlined in the CSRD program legislation, parent involvement plays a major role in the success of comprehensive school reform. The New American Schools study (Glennan, 1998) has shown that parental support and involvement can influence student learning and academic achievement in schools. Boyd (1992) reminds us that school improvement efforts require the nurturing of the relationship between the school and the parents or community.

Recognizing that change is systemic, it would benefit the schools to involve the majority of the stakeholders more frequently throughout the whole process of program implementation. From a synthesis of literature reviews, personal experiences, and personal observations, Joyce, Hersch, & McKibbin's, (1983) findings suggest that in order to establish the process of effective school improvement, the responsibility lies within a combination of groups—teachers, students, parents, administrators, and community representatives.

When looking at how the policies and communication were helping the implementation of the program, the findings indicate that the school level policies facilitated the program's implementation through both its policies and openness of communication. However, the findings suggest that the district level policies and communication were not facilitating the program's implementation. In a New American Schools study (Glennan, 1998) it was demonstrated that a school's success is influenced by the school district's support, collaboration, and open communication. Olson (1999), in a study on schoolwide reform, contends that higher levels of implementation of an initiative are evidenced when support, trust, and autonomy exist between the school and the district. In their report on obstacles to restructuring, Pechman and King (1993), identify ongoing support from district staff as essential to successful reforms. Corbett (1990) advocates that without the support of central office staff and others external to the school building, restructuring becomes non-systemic and difficult to maintain. Donahue (1993) stresses that the district must thoroughly support the schools and be in alignment with its schools' cultures in order for changes to be sustained successfully.

There exist many reminders in the literature on school change that the principal and other leaders of change have a great effect on successful implementation through their roles and the strategies and activities in which they engage. Hord (1992) reminds us that although key in implementing change is the teacher, effective leadership is necessary for schools to experience successful change. In this present study, the principal was predominantly identified as the CSRD leader in the school. The findings in this area suggest that the leader is doing a good job in setting a positive tone for change, promoting the vision for the program, facilitating structural changes, providing resources and training, and promoting student learning and achievement. In Texas, however, when looking at the differences in responses between time 1 and time 2, the

findings indicated that the leader was not setting a positive tone for change, promoting vision, and promoting student achievement as well as he/she did during the initial implementation of the program. Among other things, it may well be that the principals are experiencing what has been termed in the literature as an “implementation dip”. In Busick and Inos (1992) study on the implementation phase of new programs, they discuss the “implementation dip” as a period that is likely to occur during the change process. Innovators of change must be wary of this period and realize that it is a normal characteristic of the early stages of implementation. They emphasize that leadership, especially during the difficult phases of implementation, may be especially affected.

Like leadership, the area of professional development is mentioned widely when it comes to the literature on school change and improvement. In this study, the main concerns about professional development consisted of not having enough time for the development of expertise to implement the program, not having enough training prior to the program’s inception, and lack of monitoring of teacher expertise in the implementation of the program.

Over the last decade, time has consistently been mentioned as a key issue in school change research. The lack of time and insufficient training for professional development activities are, according to the research, common problems across the majority of schools and need a viable solution. Donahue (1993) reminds us that time is considered a source of stress because of its scarcity when implementing reform initiatives. He further stipulates that successful characteristics of staff development include collegiality and collaboration, experimentation and risk taking, involvement in goal setting and decision making, and time to work on staff development and assimilate new learnings. In addition, the author believes that

administrators, consultants and teachers need more preparation and training for their role as change facilitators in a reform effort.

In their book on restructuring schools, Reavis & Griffith (1992) stipulate that an implementation gap may develop when continuous “checks on progress” are lacking during the change process. Thus, monitoring of teacher expertise needs to be ensured for a successful change process to occur. Citing school improvement studies, Hord (1994) identifies categories of interventions in the change process. These five interventions include the development of a vision, the provision of resources and a supportive environment, training of skills, monitoring and evaluation, and the provision of continued assistance through monitoring. A study of the categories revealed that, among other things, implementation success was positively correlated to the number of interventions provided to the teachers.

In general, perceptions of respondents toward the implementation of the CSRD program are positive, with a strong positive consensus across the region in the areas of leadership and competent external program support. The findings suggest that there are a few areas that may benefit from further attention from LEAs, specifically in the improvement of communication between district staff and teachers, as well as in allowing enough time for teachers to develop expertise through professional development activities. Across the region, the teachers and principals are predominantly viewed as the stakeholders who are involved in both the *planning for implementation* and *implementation* phases of the program, which constitutes a positive sign.

The findings in the leadership area suggest that school leaders are doing a skillful job in setting a positive tone for change, promoting the vision for the program, facilitating structural changes, providing resources and training, and promoting student learning and achievement. Main concerns about professional development consisted of not having enough time for the

development of expertise to implement the program, not having enough training prior to the program's inception, and lack of monitoring of teacher expertise in the implementation of the program. The present study's findings on quantity and quality of professional development and on lack of district level support are consistent with the literature on school change—lack of both is a prevalent issue that educators have yet to adequately resolve. These themes that emerged throughout the five states may need to be examined more closely at the individual school level, as this would assist in determining the appropriate approaches for the different settings to ensure workable and successful solutions.

One important suggestion for schools is to consider adapting this survey instrument to fit the needs of the school's CSR program. The usefulness of the tool is apparent in the many relevant findings produced, although a customized version may serve to better evaluate the effectiveness of program implementation within the school's context. Ultimately, this survey instrument and the findings produced in this report grant merit to the notion that further examination and self-evaluation by schools will only assist the arduous task of sustaining an implementation effort.

## Appendix A

# CSRD

## Early Implementation Survey

The purpose of this survey is to obtain information about the early implementation of the Comprehensive School Reform Demonstration (CSRD) program. The survey will take about 20-30 minutes to complete. There are no right or wrong answers. All of your responses are confidential and will be combined with other participant responses for reporting purposes. These statements are to be considered in the context of the school in which you work as they pertain to the CSRD program. Think about how well each statement describes your school and work environment in relation to the CSRD program. Please respond to each item by filling in the appropriate oval with a #2 pencil.

### A. Stakeholder Involvement (Stakeholders usually include school staff, students, parents, district administrators, school board members, and community and business leaders.)

1. Which stakeholders in your school were a part of the Comprehensive School Reform Demonstration (CSRD) program's *planning for implementation* process? (Planning for implementation is discussing a CSRD program and identifying the steps that are necessary for putting the program in place). Please indicate a response for each stakeholder.

Stakeholder:	Involved?			If involved, was this stakeholder's involvement a positive contribution to the process?		
Teachers	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't know	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't know
Students	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't know	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't know
Principal	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't know	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't know
Parents	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't know	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't know
District Administrators	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't know	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't know
School Board Members	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't know	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't know
Community and Business Leaders	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't know	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't know
Representative for Design/Model	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't know	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't know
Other (specify _____)	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't know	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't know

Comments: \_\_\_\_\_

2. Which stakeholders in your school are a part of the CSRD program's *implementation process*? (Implementation is using the CSRD program in the classroom/school). Please indicate a response for each stakeholder.

Stakeholder:	Involved?			If involved, is this stakeholder's involvement a positive contribution to the process?		
Teachers	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't know	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't know
Students	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't know	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't know
Principal	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't know	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't know
Parents	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't know	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't know
District Administrators	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't know	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't know
School Board Members	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't know	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't know
Community and Business Leaders	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't know	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't know
Representative for Design/Model	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't know	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't know
Other (specify _____)	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't know	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't know

Comments: \_\_\_\_\_

3. Of those listed below, which stakeholders in your school are...  
 ... strongly encouraged to participate in CSRD program activities at your school?  
 ... kept apprised of CSRD program activities as they occur?

Stakeholder:	... strongly encouraged to participate in CSRD program activities at your school?			... kept apprised of CSRD program activities as they occur?		
Teachers	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't know	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't know
Students	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't know	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't know
Principal	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't know	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't know
Parents	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't know	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't know
District Administrators	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't know	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't know
School Board Members	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't know	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't know
Community and Business Leaders	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't know	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't know
Other (specify _____)	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't know	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't know

Comments: \_\_\_\_\_

### B. Vision (Vision can be thought of as an image of the way we want our school to be as a result of the CSRD program: it answers the question, 'Where are we going?' and it defines direction.)

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
1. My school's vision for its CSRD program:					
a) can be articulated by the majority of the stakeholders.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
b) is supported by the majority of the stakeholders.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
c) guides the implementation of my school's CSRD program.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
d) is linked to desired student outcomes.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

Comments: \_\_\_\_\_

PLEASE DO NOT WRITE IN THIS AREA

25406

C. Policies (Policies are the rules and practices that your school or district has in place to promote an environment conducive to learning.)

1. Policies...	at the DISTRICT level:					at the SCHOOL level:				
	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
a) ... facilitate the implementation of our CSRD program (e.g., early release days, autonomy in implementation).	①	②	③	④	⑤	①	②	③	④	⑤
b) ... permit reorganization of school structures for the implementation of the CSRD program (e.g., opportunities for team teaching, use of parent volunteers).	①	②	③	④	⑤	①	②	③	④	⑤
c) ... promote communication to facilitate the implementation of the CSRD program (e.g., use of newsletters, memos, or use of online communication).	①	②	③	④	⑤	①	②	③	④	⑤

Comments:

D. Communication (Communication can be thought of as the process by which information is exchanged within the school environment.)

1. Rate the openness of communication regarding the CSRD program between:	Poor	Fair	Good	Excellent
a) teachers and the principal.	①	②	③	④
b) the principal and district staff.	①	②	③	④
c) teachers and district staff.	①	②	③	④

Comments:

E. Materials and Equipment (Materials and equipment refers to those items that your school has designated for use in facilitating the implementation of the CSRD program.)

1. The materials (e.g. manipulatives, workbooks, texts, manuals, consumables) used in my school's CSRD implementation process...	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
a) arrived on schedule.	①	②	③	④	⑤
b) have been distributed on site.	①	②	③	④	⑤
c) are easy to use.	①	②	③	④	⑤
d) are appropriate for all students.	①	②	③	④	⑤
e) are age appropriate.	①	②	③	④	⑤
f) are appropriate for the CSRD program being implemented.	①	②	③	④	⑤
g) are replaced as needed.	①	②	③	④	⑤

Comments:

2. The equipment (e.g. overhead projectors, computers, software) used in my school's CSRD implementation process...	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
a) arrived on schedule.	①	②	③	④	⑤
b) is easy to use.	①	②	③	④	⑤
c) is easily accessible.	①	②	③	④	⑤
d) is appropriate for all students.	①	②	③	④	⑤
e) is well maintained.	①	②	③	④	⑤
f) has up-to-date technology.	①	②	③	④	⑤
g) is appropriate for the CSRD program being implemented.	①	②	③	④	⑤

Comments:

3. In order to implement the program, the CSRD funds received have been...	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
a) coordinated with other state funding.	①	②	③	④	⑤
b) coordinated with local funding.	①	②	③	④	⑤
c) insufficient even when coordinated with other funding.	①	②	③	④	⑤

Comments:

F. Leadership (Leadership refers to the role of an individual who provides guidance and direction for change and improvement.)

- Has there been a change in leadership at your school since you began work on the CSRD Program?  
☐ Yes ☐ No
- If yes, please indicate how many times there has been a change.  
☐ once ☐ more than twice  
☐ twice
- The primary leader who is currently in charge of my school's CSRD program implementation is the:  
☐ Teacher ☐ Central/District Office Staff  
☐ Principal ☐ Other: \_\_\_\_\_  
☐ Superintendent

DO NOT MARK IN THIS AREA

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
4. The primary leader...					
a) sets a positive tone for change.	1	2	3	4	0
b) promotes the vision for my school's CSRD program.	1	2	3	4	0
c) promotes student learning/achievement.	1	2	3	4	0
d) is aware of student progress.	1	2	3	4	0
e) ensures that technical assistance is being provided.	1	2	3	4	0
f) facilitates the rescheduling of the class/school day to insure teacher learning time.	1	2	3	4	0
g) supports teacher networking.	1	2	3	4	0
h) provides resources for teacher learning.	1	2	3	4	0
i) encourages teachers' full participation in the program.	1	2	3	4	0
j) supports teachers' mentoring of each other on issues related to the program.	1	2	3	4	0
k) attends professional development activities with teachers.	1	2	3	4	0

Comments: \_\_\_\_\_

**G. Professional Development** (Professional development can be thought of as training in new skills provided to school staff to continuously improve all aspects of the implementation of the CSRD program.)

- Who conducts the majority of professional development activities related to your CSRD program? (Mark only one).
  - ☐ CSR Model/Design representative
  - ☐ Teachers
  - ☐ Principal
  - ☐ Central/District office staff
  - ☐ State personnel
  - ☐ Consultants
  - ☐ Other (specify: \_\_\_\_\_)
- When do professional development activities for the CSRD program mostly occur at your school? (Mark only one).
  - ☐ After school
  - ☐ During planning period
  - ☐ Weekends
  - ☐ Summer
  - ☐ Other (specify: \_\_\_\_\_)
- Where do professional development activities for the CSRD program mostly occur? (Mark only one.)
  - ☐ at my school
  - ☐ within my district
  - ☐ out of town (How many miles? \_\_\_\_\_)
  - ☐ Other (specify: \_\_\_\_\_)

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
4. The majority of the professional development activities related to my school's CSRD program...					
a) are relevant to the program being implemented.	1	2	3	4	0
b) are guided by the school's vision.	1	2	3	4	0
c) are promoted with incentives (e.g., stipends, additional opportunities for school staff).	1	2	3	4	0
d) are supported with adequate resources.	1	2	3	4	0
e) are attended by the majority of the teachers.	1	2	3	4	0
f) are mostly conducted by the same person(s).	1	2	3	4	0
g) are conducted by highly competent person(s).	1	2	3	4	0
h) provide opportunities to collaborate with other school staff about the program.	1	2	3	4	0
i) allow enough time for the development of expertise in implementing the program.	1	2	3	4	0
j) include sufficient training for the use of CSRD-related materials and equipment.	1	2	3	4	0
k) include monitoring of teacher expertise in implementing the program.	1	2	3	4	0
l) included sufficient training prior to the implementation of the program.	1	2	3	4	0

Comments: \_\_\_\_\_

**H. External Program Support** (External program support can be thought of as those persons/organizations external to the school or district who assist and support the school staff in implementing the CSRD program.)

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
1. The external program support provided for my school's CSRD program...					
a) is provided in an ongoing and timely manner.	1	2	3	4	0
b) is provided by highly competent/knowledgeable person(s).	1	2	3	4	0
c) is provided by the same person(s).	1	2	3	4	0
d) is readily available when the need for support arises.	1	2	3	4	0
e) is available only on a pre-scheduled basis.	1	2	3	4	0
f) is relevant to the model being implemented.	1	2	3	4	0
g) is of sufficient quantity to support the development of expertise in implementing the program.	1	2	3	4	0

Comments: \_\_\_\_\_

DO NOT MARK IN THIS AREA

**I. Student Progress** (Student progress can be thought of as the achievement of student success indicators.)

1. My school's CSRD program...	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
a) is directly linked to desired student outcomes.	①	②	③	④	⑤
b) promotes student success in the desired content area(s) (e.g. reading, math).	①	②	③	④	⑤
c) regularly examines student level data to monitor its progress (e.g. attendance, discipline, content area achievement).	①	②	③	④	⑤
d) promotes an increase in student attendance.	①	②	③	④	⑤
e) promotes a decrease in discipline problems.	①	②	③	④	⑤
f) promotes an increase in engaged student learning.	①	②	③	④	⑤

Comments: \_\_\_\_\_

**J. Context for Change (Environment)** (Context for change can be thought of as an organization's state of readiness for change and improvement.)

1. What month and year did your school first begin the CSRD program?      ☐ Jan.   ☐ Feb.   ☐ Mar.   ☐ Apr.   ☐ May   ☐ June   ☐ July   ☐ Aug.   ☐ Sep.   ☐ Oct.   ☐ Nov.   ☐ Dec.   /   ☐ 97   ☐ 98   ☐ 99

2. My school's CSRD program...	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
a) prescribed changes for which my school was unprepared.	①	②	③	④	⑤
b) is addressing the identified school needs as outlined in the school's plan.	①	②	③	④	⑤
c) is implemented in a coherent and comprehensive way.	①	②	③	④	⑤
d) is revised to accommodate new challenges that arise.	①	②	③	④	⑤

Comments: \_\_\_\_\_

3. How many other programs is your school currently implementing that are not related to your school's CSRD program?      ☐ 0   ☐ 1-2   ☐ 3-4   ☐ More than 4

4. Overall, prior efforts to implement new programs at this school have been:      ☐ ① Poor   ☐ ② Fair   ☐ ③ Good   ☐ ④ Excellent

5. What were some of these programs? \_\_\_\_\_

6. The majority of teachers at my school...	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
a) support the CSRD program.	①	②	③	④	⑤
b) feel that the CSRD program is of value.	①	②	③	④	⑤
c) would like to see the program continue.	①	②	③	④	⑤

Comments: \_\_\_\_\_

**K. Demographics**

Position Title:   ☐ Teacher   ☐ Principal   ☐ Superintendent   ☐ Central/District Office staff   ☐ Other \_\_\_\_\_

Gender:   ☐ Female   ☐ Male

Teaching/Administrative Experience: (in years)   ☐ 0-2   ☐ 3-5   ☐ 6-10   ☐ >10

Race/Ethnicity:   ☐ American Indian   ☐ Asian   ☐ Black   ☐ Hispanic   ☐ White   ☐ Other \_\_\_\_\_

Please use the remaining space for further comments/clarifications. Thank you. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Appendix B



# Arkansas

## DEPARTMENT OF EDUCATION

4 STATE CAPITOL MALL • LITTLE ROCK, ARKANSAS 72201-1071 • (501) 682-4475

RAYMOND SIMON, Director

April 3, 2000

TO: Arkansas Schools with Funded CSRD Programs  
FROM: *CDW* Dr. Charles D. Watson, Program Manager  
SUBJECT: Implementation Survey

Last fall your school participated in a survey distributed by the Southwest Educational Development Laboratory (SEDL) to observe the implementation process of the demonstration model in your school. In order to collect data that will allow the evaluators to observe the implementation over time, a follow-up survey is requested. This second administration of the survey will gather longitudinal information to better understand the implementation process of the CSRD program. SEDL again is responsible for distributing the questionnaires, collecting the information and completing the reports.

Thanks to your complete and timely responses, Arkansas CSRD schools led those from the other states in the southwest region in the rate of return and the completeness of the surveys. I know you will maintain that reputation and complete the surveys according to the instructions provided in the packet. You will recall preliminary data from the survey helped frame the conference held in early February.

I have bragged to coordinators from other states how responsive Arkansas schools are to special requests such as this. Each school, in its own way, has told me how much CSRD has meant to the school. Good evaluation data will help assure continued funding, and perhaps greater increases in the future.

If you have questions about the program or the evaluation component, please feel free to call my office at 501-682-4474.

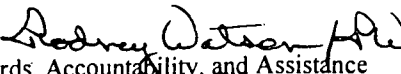
BEST COPY AVAILABLE



**STATE OF LOUISIANA**  
**DEPARTMENT OF EDUCATION**  
**POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064**  
<http://www.doe.state.la.us>

April 24, 2000

TO: Principals Receiving Comprehensive School Reform (CSR) Grants

FROM: Rodney Watson, Director   
Division of School Standards, Accountability, and Assistance

SUBJECT: Comprehensive School Reform Demonstration (CSR) CDFA# 84.332A  
Southwest Educational Development Laboratory (SEDL) *Early Implementation Survey*

---

The Southwest Educational Development Laboratory (SEDL), a national regional service center, has developed a questionnaire in order to obtain information about the implementation of the CSR program. SEDL's goal is to gather information throughout implementation as the initiative unfolds in the schools. The second administration of this survey will gather longitudinal information from participating schools about their progress in implementing the CSR program. Just as with the first administration of this questionnaire, SEDL is distributing, collecting, and analyzing the *Early Implementation Survey*.

Enclosed in this packet are surveys together with envelopes and one large return envelope addressed to SEDL. SEDL will receive the survey forms, analyze the information, and compile a summary report. It takes approximately 20 to 30 minutes to complete the survey. Blank envelopes have been provided so that each individual who completes the survey may seal and return it to a designated central location, thereby ensuring confidentiality.

You may assist in this project by completing the following tasks:

1. Upon receipt of this package, distribute the surveys and individual envelopes to all staff in your school.
2. Ask the staff to complete and return the survey in a sealed envelope to a central location.
3. Complete the principal survey.
4. Return the completed surveys to SEDL in the self-addressed, stamped envelope. The surveys need to be completed and returned to SEDL by May 12, 2000.

Thank you for your participation in this important research project. If you have any questions or concerns, please feel free to call Lori Lodge at 225-342-2746 or e-mail [llodge@mail.doe.state.la.us](mailto:llodge@mail.doe.state.la.us).

RW/II

c: District Assistance Team Contacts  
Accountability Contacts  
Title I Directors

Enclosures



STATE OF NEW MEXICO  
DEPARTMENT OF EDUCATION — EDUCATION BUILDING  
SANTA FE, NEW MEXICO 87501-2786

April 14, 2000

Telephone: (505) 827-6516  
Fax: (505) 827-6696

MICHAEL J. DAVIS  
SUPERINTENDENT OF PUBLIC INSTRUCTION

David Fontaine  
Zuni High School  
PO Box 550  
Zuni, NM 87327

Dear Mr. Fontaine

Earlier this year, your school was awarded a grant to implement a *Comprehensive School Reform Demonstration (CSRD)* program. Included with this letter are several copies of an *Early Implementation Survey* concerning this initiative. Our goal is to gather information throughout the process of program implementation as the initiative unfolds in the schools. You may recall that in the Fall your school completed the first administration of this survey. The second administration of the survey will gather longitudinal information from participating schools about their progress in implementing the CSRD program. In an effort to provide the best resources and information relevant to the CSRD program, the New Mexico State Department of Education and the Southwest Educational Development Laboratory (SEDL) work collaboratively as partners and co-sponsors of activities pertaining to the program. Therefore, SEDL is assisting us with the tasks of distributing, collecting and analyzing the *Early Implementation Survey*.

Enclosed in this packet are 32 surveys together with 32 envelopes and one large return envelope which is addressed to SEDL. Since SEDL is assisting us in this project, they will receive the survey forms, analyze the information and compile a summary report.

It has been determined that it takes approximately 20-30 minutes to complete the survey. Blank envelopes have been provided so that each individual who completes the survey may seal and return it to a designated central location, thereby ensuring the confidentiality of responses.

I would appreciate your assistance in this research project by completing the following tasks:

- Upon receipt of this package, please distribute the surveys and the individual envelopes to all staff in your school;
- Ask them to complete and return the survey in a sealed envelope to a central location;
- You as the school principal should also complete the survey;
- Once gathered, please return the completed surveys to SEDL in the self-addressed, stamped envelope. The surveys need to be completed and returned to SEDL by May 5, 2000.

Thank you for your participation in this important research project. If you have any questions or concerns, please feel free to call me at (505) 827-1230 or e-mail me at [kwilson@sde.state.nm.us](mailto:kwilson@sde.state.nm.us).

Sincerely,

Karren Wilson  
CSRD Coordinator

**BEST COPY AVAILABLE**



**SANDY GARRETT**  
**STATE SUPERINTENDENT OF PUBLIC INSTRUCTION**  
**OKLAHOMA STATE DEPARTMENT OF EDUCATION**

April 10, 2000

Ms. Carolyn Harris  
Principal, M.L. King School of Writing and Comm. Arts  
Oklahoma City Public Schools  
1537 Northeast 24th Street  
Oklahoma City, Oklahoma 73111-3212

Dear Ms. Harris:

Earlier this year your school was awarded a grant from the Oklahoma State Department of Education to implement a Comprehensive School Reform Demonstration (CSRD) Program. Included with this letter are several copies of an Early Implementation Survey concerning this initiative. The purpose of this survey is to obtain information about the implementation of the CSRD Program in your school. You may recall that this survey was previously sent to your school. The second administration of this survey will gather longitudinal information from participating schools about their progress in implementing the CSRD Program. It is imperative that we gather information throughout the process of program implementation as the initiative unfolds in schools. In an effort to provide the best resources and information relevant to the CSRD Program, the Oklahoma State Department of Education and the Southwest Educational Development Laboratory (SEDL) work collaboratively as partners and co-sponsors of activities pertaining to the program. Therefore, SEDL is assisting us with the tasks of distributing, collecting and analyzing the Early Implementation Survey.

Enclosed in this packet are individual surveys and envelopes to be distributed to all certified staff in the school and to parents who have been involved in the site level reform initiative. Also enclosed is one large return envelope which is addressed to SEDL. Because SEDL is assisting us in this project, they will receive the survey forms, analyze the information and compile a summary report. Please complete and return the surveys to SEDL by May 5, 2000.

Thank you for your participation in this important research project. If you have any questions or concerns, please feel free to call Judy Craig, Director, Title I CSRD Program, at (405) 522-4511 or e-mail: [judy\\_craig@mail.sde.state.ok.us](mailto:judy_craig@mail.sde.state.ok.us).

Sincerely,

*Judy C. McDonald*

Judy C. McDonald, Ph.D., Team Leader  
School Support/Title I/Indian Education

JCM/pd  
Enclosures

cc: State Superintendent Sandy Garrett

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# TEXAS EDUCATION AGENCY

1701 North Congress Ave. ★ Austin, Texas 78701-1494 ★ 512/463-9734 ★ FAX: 512/463-9838 ★ <http://www.tea.state.tx.us>

Jim Nelson

Commissioner of Education

April 18, 2000

TO THE GRANTEE ADDRESSED:

SUBJECT: Second Administration of the *Early Implementation Survey* for the Improving Teaching and Learning/Comprehensive School Reform Demonstration Program Grant

The Texas Education Agency (TEA) and the Southwest Educational Development Laboratory (SEDL) are collaborating in a research project to collect ongoing implementation data from the recipients of the Improving Teaching and Learning (ITL) grants awarded in February 1999. The enclosed *Early Implementation Survey* is part of the research project and replaces the Early Implementation Principal Survey referenced in the original Request for Application.

Enclosed are 25 copies of the *Early Implementation Survey* for the ITL grant program to be completed by the campus principal and 24 other staff members. Approximately 20-30 minutes is needed to complete the survey. Participation is required. Failure to return the survey will constitute a higher risk rating for the LEA when determining which ITL/CSRD projects will be monitored during 2000-2001.

You may recall that this survey was sent to your school last Fall. The second administration of this survey will gather longitudinal information from participating schools. The survey information is needed for reporting to the U.S. Department of Education, for determining how implementation of this program is progressing, and for providing follow-up to ensure the program's success.

Enclosed are envelopes to ensure confidentiality of responses. Each individual who completes the survey may seal and return it to a designated central location on the campus. All *Early Implementation Survey* responses should be completed and returned to SEDL by **May 5, 2000**.

Thank you in advance for your participation in this important research project. If you have any questions or concerns, please contact Ms. Carole Smith in the Division of Student Support Programs at TEA at 512-463-9374 or via electronic mail at [csrd@mail.tea.state.tx.us](mailto:csrd@mail.tea.state.tx.us).

Sincerely,

Carol V. Francois  
Associate Commissioner  
for the Education of Special Populations

CVF/cs

Enclosures

## Appendix C

TO: School Principal  
FROM: SEDL  
SUBJECT: Instructions for the distribution and collection of the *CSRD Implementation Survey*

Suggested instructions for distributing and collecting the surveys:

- Please distribute the surveys and the brown envelopes provided *to the teachers/school staff* in the building.
- Ask each teacher/school staff to complete and return the survey in the individual brown envelope to a predetermined central location. The individual brown envelopes may be sealed to ensure the confidentiality of the individual's responses.
- You, as the *school principal, should also complete the survey.*
- Once the completed surveys have been returned to you, please return them to SEDL in the self-addressed, stamped envelope provided. The surveys need to be *completed and returned to SEDL by May 12, 2000.*

Thank you for your assistance.

Comprehensive School Reform Demonstration (CSRD) Program  
Southwest Educational Development Laboratory  
512-476-6861

## Appendix D

State Name: Arkansas  
 Total Schools (Fall, 1999): 27  
 Total Schools (Spring, 2000): 26

# A. Stakeholder Involvement

(Stakeholders usually include school staff, students, parents, district administrators, school board members, and community and business leaders.)  
 Which Stakeholders in your school were a part of the CSRD program's **planning for implementation** process?  
 (Planning for implementation is discussing a CSRD program and identifying the steps necessary for putting the program in place.)

Stakeholder	Survey Period	Was this stakeholder involved?			If involved, was this stakeholder's involvement a positive contribution to the process?		
		Total N	Mean Percent	Standard Deviation	Total N	Mean Percent	Standard Deviation
a) Teachers	Fall Spring	27 26	92 89	12 21	27 26	85 81	15 22
b) Students	Fall Spring	27 26	41 45	36 33	27 26	38 42	35 30
c) Principal	Fall Spring	27 26	93 88	11 20	27 26	82 81	16 21
d) Parents	Fall Spring	27 26	58 59	32 34	27 26	53 49	31 34
e) District Administrators	Fall Spring	27 26	80 79	21 23	27 26	70 72	23 25
f) School Board Members	Fall Spring	27 26	48 53	31 32	27 26	43 48	30 31
g) Community Leaders	Fall Spring	27 26	40 42	34 35	27 26	38 36	33 35
h) Rep. for design/model	Fall Spring	27 26	67 65	24 27	27 26	62 58	27 29
i) Other	Fall Spring	27 26	14 4	25 7	27 26	16 8	24 9

Note. Values represent average percents of "yes" responses per schools.

2. Which stakeholders in your school are a part of the CSR program's implementation process?  
(Implementation is using the CSR program in the classroom/school).

Stakeholder	Survey Period	Was the stakeholder involved?			If involved, is this stakeholder's involvement a positive contribution to the process?		
		Total N	Mean Percent	Standard Deviation	Total N	Mean Percent	Standard Deviation
a) Teachers	Fall Spring	27 26	95 93	9 19	27 26	86 83	12 20
b) Students	Fall Spring	27 26	72 74	27 26	27 26	65 66	28 28
c) Principal	Fall Spring	27 26	92 89	10 19	27 26	85 81	14 21
d) Parents	Fall Spring	27 26	65 60	30 31	27 26	59 53	30 32
e) District Administrators	Fall Spring	27 26	73 73	23 25	27 26	66 67	24 28
f) School Board Members	Fall Spring	27 26	41 46	31 31	27 26	36 41	30 32
g) Community Leaders	Fall Spring	27 26	39 36	32 35	27 26	37 35	32 36
h) Rep. for design/model	Fall Spring	27 26	64 62	26 29	27 26	59 55	27 31
i) Other	Fall Spring	27 26	12 5	25 7	27 26	14 5	26 6

Note. Values represent average percents of "yes" responses per schools.

## 3. Of those listed below, which stakeholders in your school are...

Stakeholder	Survey Period	... strongly encouraged to participate in CSRD program activities at your school?			... kept apprised of CSRD program activities as they occur?		
		Total N	Mean Percent	Standard Deviation	Total N	Mean Percent	Standard Deviation
a) Teachers	Fall Spring	27 26	93 93	8 19	27 26	75 79	23 21
b) Students	Fall Spring	27 26	77 76	23 30	27 26	60 62	25 31
c) Principal	Fall Spring	27 26	91 89	9 19	27 26	75 78	23 20
d) Parents	Fall Spring	27 26	70 68	25 28	27 26	65 62	22 29
e) District Administrators	Fall Spring	27 26	69 70	26 22	27 26	63 65	26 24
f) School Board Members	Fall Spring	27 26	37 46	29 29	27 26	53 50	30 29
g) Community Leaders	Fall Spring	27 26	41 44	30 31	27 26	46 44	31 32
h) Other	Fall Spring	27 26	7 5	18 6	27 26	14 7	26 8

Note. Values represent average percents of "yes" responses per schools

## B. Vision

(Vision can be thought of as an image of the way we want our school to be as a result of the CSR program; it answers the question, 'Where are we going?' and it defines direction.)

1. My school's vision for its CSR program:	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) can be articulated by the majority of the stakeholders.	Fall Spring	27 26	3.26 3.30	.29 .36	0.82	0.420
b) is supported by the majority of the stakeholders.	Fall Spring	27 26	3.22 3.29	.32 .41	1.33	0.195
c) guides the implementation of my school's CSR program.	Fall Spring	27 26	3.33 3.34	.26 .38	0.39	0.699
d) is linked to desired student outcomes.	Fall Spring	27 26	3.47 3.44	.21 .32	-0.27	0.785

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.

t = t statistic is based on the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.

Note: t-values were not significant at  $p < 0.05$ .

## C. Policies

*(Policies are the rules and practices that your school or district has in place to promote an environment conducive to learning.)*

1. At the district level, policies...		Total N	Mean	Standard Deviation	t	p value
a) facilitate the implementation of our CSR program (e.g., early release days, autonomy in implementation).	Fall	27	3.22	.28	0.00	0.999
	Spring	26	3.20	.42		
b) permit reorganization of school structures for the implementation of the CSR program (e.g., opportunities for team teaching, use of parent volunteers).	Fall	27	3.22	.27	0.21	0.837
	Spring	26	3.21	.35		
c) promote communication to facilitate the implementation of the CSR program (e.g., use of newsletters, memos, or use of online communication).	Fall	27	3.16	.34	0.55	0.590
	Spring	26	3.20	.33		

2. At the school level, policies...		Total N	Mean	Standard Deviation	t	p value
a) facilitate the implementation of our CSR program (e.g., early release days, autonomy in implementation).	Fall	27	3.30	.28	0.04	0.966
	Spring	26	3.25	.50		
b) permit reorganization of school structures for the implementation of the CSR program (e.g., opportunities for team teaching, use of parent volunteers).	Fall	27	3.30	.31	0.13	0.899
	Spring	26	3.31	.38		
c) promote communication to facilitate the implementation of the CSR program (e.g., use of newsletters, memos, or use of online communication).	Fall	27	3.27	.34	0.66	0.513
	Spring	26	3.31	.37		

*Note:* Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.

*t = t statistic is based on the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.*

*Note:* t-values were not significant at  $p < 0.05$ .

## D. Communication

(Communication can be thought of as the process by which information is exchanged within the school environment.)

1. Rate the openness of communication regarding the CSR program between:	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) teachers and the principal.	Fall Spring	27 26	3.17 3.15	.41 .61	0.44	0.661
b) the principal and district staff.	Fall Spring	27 26	3.12 3.04	.36 .61	-0.33	0.742
c) teachers and district staff.	Fall Spring	27 26	2.85 2.83	.46 .67	0.46	0.646

Note: Values represent mean ratings from 1 to 4, where 1 = poor, 2 = fair, 3 = good, and 4 = excellent.

t = t statistic is based on the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.

Note: t-values were not significant at  $p < 0.05$ .

## E. Materials and Equipment

(Materials and equipment refers to those items that your school has designated for use in facilitating the implementation of the CSR program.)

1. The materials (e.g. manipulatives, workbooks, texts, manuals, consumables) used in my school's CSR implementation process...		Total N	Mean	Standard Deviation	t	p value
a) arrived on schedule	Fall Spring	27 26	3.03 3.02	.56 .61	-0.22	0.831
b) have been distributed on site.	Fall Spring	27 26	3.36 3.28	.24 .35	-1.30	0.207
c) are easy to use.	Fall Spring	27 26	3.19 3.17	.44 .41	-0.46	0.649
d) are appropriate for all students.	Fall Spring	27 26	3.17 3.10	.42 .45	-1.25	0.222
e) are age appropriate.	Fall Spring	27 26	3.25 3.20	.33 .39	-0.92	0.365
f) are appropriate for the CSR program being implemented.	Fall Spring	27 26	3.31 3.26	.29 .36	-0.97	0.341
g) are replaced as needed.	Fall Spring	27 26	3.24 3.15	.32 .44	-1.43	0.167

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.

t = t statistic is based on the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.

Note: t-values were not significant at  $p < 0.05$ .

## [MATERIALS AND EQUIPMENT]

2. The <i>equipment</i> (e.g. overhead projectors, computers, software) used in my school's CSR implementation process...	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) arrived on schedule	Fall Spring	27 26	3.10 3.14	.43 .42	0.37	0.717
b) is easy to use.	Fall Spring	27 26	3.12 3.19	.42 .39	0.91	0.374
c) is easily accessible.	Fall Spring	27 26	3.15 3.19	.41 .40	0.46	0.653
d) is appropriate for all students.	Fall Spring	27 26	3.10 3.21	.45 .38	1.32	0.199
e) is well maintained.	Fall Spring	27 26	3.14 3.19	.41 .37	0.34	0.736
f) has up-to-date technology.	Fall Spring	27 26	3.11 3.18	.48 .40	0.58	0.569
g) is appropriate for the CSR program being implemented.	Fall Spring	27 26	3.20 3.25	.39 .35	0.71	0.487

3. In order to implement the program, the CSR funds received have been...	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) coordinated with other state funding.	Fall Spring	27 26	3.35 3.32	.29 .38	-0.40	0.690
b) coordinated with local funding.	Fall Spring	27 26	3.31 3.29	.30 .37	-0.22	0.826
c) insufficient even when coordinated with other funding.	Fall Spring	27 26	2.42 2.41	.55 .65	-0.12	0.903

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.

t = t statistic is based on the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.

Note: t-values were not significant at  $p < 0.05$ .

**F. Leadership***(Leadership refers to the role of an individual who provides guidance and direction for change and improvement.)***4. The primary leader...**

	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) sets a positive tone for change.	Fall Spring	27 26	3.40 3.39	.30 .36	-0.08	0.937
b) promotes the vision for my school's CSRD program.	Fall Spring	27 26	3.44 3.45	.25 .33	0.18	0.855
c) promotes student learning/achievement.	Fall Spring	27 26	3.47 3.51	.23 .32	0.99	0.334
d) is aware of student progress.	Fall Spring	27 26	3.39 3.47	.27 .31	1.08	0.291
e) ensures that technical assistance is being provided.	Fall Spring	27 26	3.30 3.38	.32 .36	1.04	0.309
f) facilitates the rescheduling of the class/school day to insure teacher learning time.	Fall Spring	27 26	3.30 3.33	.35 .42	0.32	0.748
g) supports teacher networking.	Fall Spring	27 26	3.36 3.42	.32 .38	0.90	0.375
h) provides resources for teacher learning.	Fall Spring	27 26	3.37 3.41	.28 .38	0.32	0.751
i) encourages teachers' full participation in the program.	Fall Spring	27 26	3.47 3.50	.23 .33	0.59	0.563
j) supports teachers' mentoring of each other on issues related to the program.	Fall Spring	27 26	3.38 3.45	.29 .34	0.87	0.392
k) attends professional development activities with teachers.	Fall Spring	27 26	3.43 3.43	.24 .37	0.37	0.716

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.

t = t statistic is based on the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.

Note: t-values were not significant at  $p < 0.05$ .

**G Professional Development***(Professional development can be thought of as training in new skills provided to school staff to continuously improve all aspects of the implementation of the CSR program.)***4. The majority of the professional development activities related to my school's CSR program...**

	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) are relevant to the program being implemented.	Fall Spring	27 26	3.32 3.38	.24 .34	1.14	0.264
b) are guided by the school's vision.	Fall Spring	27 26	3.35 3.39	.23 .31	1.15	0.262
c) are promoted with incentives (e.g., stipends, additional opportunities for school staff).	Fall Spring	27 26	2.77 2.86	.59 .64	1.24	0.225
d) are supported with adequate resources.	Fall Spring	27 26	3.14 3.20	.35 .34	0.92	0.368
e) are attended by the majority of the teachers.	Fall Spring	27 26	3.34 3.36	.26 .30	0.56	0.584
f) are mostly conducted by the same person(s).	Fall Spring	27 26	2.92 3.03	.51 .47	1.01	0.324
g) are conducted by highly competent person(s).	Fall Spring	27 26	3.32 3.30	.29 .33	-0.16	0.872
h) provide opportunities to collaborate with other school staff about the program.	Fall Spring	27 26	3.20 3.22	.32 .37	0.63	0.535
i) allow enough time for the development of expertise in implementing the program.	Fall Spring	27 26	2.89 2.98	.46 .47	0.90	0.377
j) include sufficient training for the use of CSR-related materials and equipment.	Fall Spring	27 26	3.01 3.05	.40 .44	0.27	0.786
k) include monitoring of teacher expertise in implementing the program.	Fall Spring	27 26	3.14 3.13	.34 .36	-0.47	0.642
l) included sufficient training prior to the implementation of the program.	Fall Spring	27 26	2.98 2.99	.43 .44	-0.20	0.841

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.

t = t statistic is based on the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.

Note: t-values were not significant at  $p < 0.05$ .

## H. External Program Support

(External program support can be thought of as those persons/organizations external to the school or district who assist and support the school staff in implementing the CSRD program.)

1. The external program support provided for my school's CSRD program...	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) is provided in an ongoing and timely manner.	Fall Spring	27 26	3.17 3.10	.30 .42	-0.67	0.509
b) is provided by highly competent/knowledgeable person(s).	Fall Spring	27 26	3.23 3.18	.27 .41	-0.13	0.897
c) is provided by the same person(s).	Fall Spring	27 26	2.88 2.92	.45 .52	0.89	0.385
d) is readily available when the need for support arises.	Fall Spring	27 26	3.09 3.07	.35 .42	0.27	0.787
e) is available only on a pre-scheduled basis.	Fall Spring	27 26	2.85 2.76	.42 .44	-0.35	0.727
f) is relevant to the model being implemented.	Fall Spring	27 26	3.26 3.18	.24 .38	-0.78	0.443
g) is of sufficient quantity to support the development of expertise in implementing the program.	Fall Spring	27 26	3.14 3.08	.33 .40	-0.46	0.650

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.

t = t statistic is based on the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.

Note: t-values were not significant at  $p < 0.05$ .

## I. Student Progress

(Student progress can be thought of as the achievement of student success indicators.)

1. My school's CSRD program...	Survey Period	Total N	Mean	Standard Deviation	t	P value
a) is directly linked to desired student outcomes.	Fall Spring	27 26	3.41 3.47	.26 .32	1.43	0.164
b) promotes student success in the desired content area(s) (e.g. <i>reading, math</i> ).	Fall Spring	27 26	3.44 3.44	.27 .33	0.43	0.668
c) regularly examines student level data to monitor its progress (e.g. <i>attendance, discipline, content area achievement</i> ).	Fall Spring	27 26	3.36 3.42	.29 .34	1.21	0.238
d) promotes an increase in student attendance.	Fall Spring	27 26	3.15 3.23	.37 .41	1.55	0.135
e) promotes a decrease in discipline problems.	Fall Spring	27 26	3.08 3.17	.37 .42	0.59	0.559
f) promotes an increase in engaged student learning.	Fall Spring	27 26	3.37 3.42	.30 .38	0.51	0.612

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.

t = t statistic is based on the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.

Note: t-values were not significant at  $p < 0.05$ .

## J. Context for Change (Environment)

(Context for change can be thought of as an organization's state of readiness for change and improvement.)

1. My school's CSR program...	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) prescribed changes for which my school was unprepared.	Fall Spring	27 26	2.10 2.17	.44 .33	0.65	0.520
b) is addressing the identified school needs as outlined in the school's plan.	Fall Spring	27 26	3.27 3.31	.24 .34	0.99	0.332
c) is implemented in a coherent and comprehensive way.	Fall Spring	27 26	3.20 3.27	.33 .35	1.01	0.321
d) is revised to accommodate new challenges that arise.	Fall Spring	27 26	3.20 3.22	.35 .38	0.48	0.635

2. The majority of teachers at my school...	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) support the CSR program.	Fall Spring	27 26	3.19 3.22	.42 .48	0.64	0.531
b) feel that the CSR program is of value.	Fall Spring	27 26	3.23 3.22	.39 .47	-0.05	0.957
c) would like to see the program continue.	Fall Spring	27 26	3.23 3.21	.44 .54	-0.19	0.852

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.

t = t statistic is based on the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.

Note: t-values were not significant at  $p < 0.05$ .

## END OF SURVEY RESULTS

## Appendix E

State Name: Louisiana  
 Total Schools (Fall, 1999): 48  
 Total Schools (Spring, 2000): 53

## A. Stakeholder Involvement

(Stakeholders usually include school staff, students, parents, district administrators, school board members, and community and business leaders.)

1. Which Stakeholders in your school were a part of the CSRD program's *planning for implementation* process?  
 (Planning for implementation is discussing a CSRD program and identifying the steps necessary for putting the program in place.)

Stakeholder	Survey Period	Was this stakeholder involved?			If involved, was this stakeholder's involvement a positive contribution to the process?		
		Total N	Mean Percent	Standard Deviation	Total N	Mean Percent	Standard Deviation
a) Teachers	Fall Spring	48 53	78 83	23 17	48 53	69 73	27 20
b) Students	Fall Spring	48 53	36 47	23 25	48 53	32 41	22 25
c) Principal	Fall Spring	48 53	81 86	18 15	48 53	68 71	26 20
d) Parents	Fall Spring	48 53	42 45	24 26	48 53	37 39	24 25
e) District Administrators	Fall Spring	48 53	48 48	24 25	48 53	39 39	25 24
f) School Board Members	Fall Spring	48 53	29 29	24 27	48 53	24 23	24 26
g) Community Leaders	Fall Spring	48 53	29 31	25 29	48 53	25 27	24 28
h) Rep. for design/model	Fall Spring	48 53	43 41	26 27	48 53	39 35	26 24
i) Other	Fall Spring	48 53	6 6	8 12	48 53	7 7	8 13

Note. Values represent average percents of "yes" responses per schools.

2. Which stakeholders in your school are a part of the CSRSD program's *implementation process*?  
(Implementation is using the CSRSD program in the classroom/school).

Stakeholder	Survey Period	Was the stakeholder involved?			If involved, is this stakeholder's involvement a positive contribution to the process?		
		Total N	Mean Percent	Standard Deviation	Total N	Mean Percent	Standard Deviation
a) Teachers	Fall Spring	48 53	83 88	19 14	48 53	72 77	22 19
b) Students	Fall Spring	48 53	65 70	25 22	48 53	56 61	27 24
c) Principal	Fall Spring	48 53	77 79	20 18	48 53	67 68	23 21
d) Parents	Fall Spring	48 53	46 47	28 26	48 53	39 41	24 27
e) District Administrators	Fall Spring	48 53	40 38	26 26	48 53	33 34	25 26
f) School Board Members	Fall Spring	48 53	25 23	25 27	48 53	20 21	23 27
g) Community Leaders	Fall Spring	48 53	25 27	25 29	48 53	21 24	24 29
h) Rep. for design/model	Fall Spring	48 53	41 39	29 26	48 53	35 34	28 25
i) Other	Fall Spring	48 53	6 6	7 11	48 53	6 8	8 13

Note. Values represent average percents of "yes" responses per schools.

## 3. Of those listed below, which stakeholders in your school are...

Stakeholder	Survey Period	... strongly encouraged to participate in CSRD program activities at your school?			... kept apprised of CSRD program activities as they occur?		
		Total N	Mean Percent	Standard Deviation	Total N	Mean Percent	Standard Deviation
a) Teachers	Fall Spring	48 53	84 86	19 16	48 53	67 72	24 20
b) Students	Fall Spring	48 53	68 75	27 22	48 53	49 55	27 24
c) Principal	Fall Spring	48 53	76 79	20 17	48 53	63 70	23 20
d) Parents	Fall Spring	48 53	52 56	29 26	48 53	42 44	26 25
e) District Administrators	Fall Spring	48 53	36 38	25 28	48 53	33 34	23 27
f) School Board Members	Fall Spring	48 53	25 28	24 29	48 53	22 25	21 27
g) Community Leaders	Fall Spring	48 53	27 34	25 30	48 53	22 27	22 26
h) Other	Fall Spring	48 53	5 6	8 12	48 53	6 7	9 12

Note. Values represent average percents of "yes" responses per schools.

**B. Vision**

*(Vision can be thought of as an image of the way we want our school to be as a result of the CSRD program; it answers the question, 'Where are we going?' and it defines direction.)*

1. My school's vision for its CSRD program:		Total N	Mean	Standard Deviation	t	p value
a) can be articulated by the majority of the stakeholders.	Fall	48	2.97	.43	1.34	0.188
	Spring	53	3.03	.40		
b) is supported by the majority of the stakeholders.	Fall	48	3.04	.44	0.54	0.590
	Spring	53	3.07	.43		
c) guides the implementation of my school's CSRD program.	Fall	48	3.11	.40	0.56	0.576
	Spring	53	3.12	.39		
d) is linked to desired student outcomes.	Fall	48	3.30	.34	-0.90	0.374
	Spring	53	3.22	.37		

*Note:* Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.

t = t statistic is based on the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.

*Note:* t-values were not significant at  $p < 0.05$ .

## C. Policies

*(Policies are the rules and practices that your school or district has in place to promote an environment conducive to learning.)*

1. At the district level, policies...	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) facilitate the implementation of our CSR program (e.g., early release days, autonomy in implementation).	Fall Spring	48 53	2.95 2.93	.40 .41	-0.47	0.640
b) permit reorganization of school structures for the implementation of the CSR program (e.g., opportunities for team teaching, use of parent volunteers).	Fall Spring	48 53	2.99 2.98	.37 .38	0.25	0.805
c) promote communication to facilitate the implementation of the CSR program (e.g., use of newsletters, memos, or use of online communication).	Fall Spring	48 53	2.96 2.98	.37 .38	0.49	0.626

2. At the school level, policies...	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) facilitate the implementation of our CSR program (e.g., early release days, autonomy in implementation).	Fall Spring	48 53	3.15 3.10	.37 .39	-0.65	0.521
b) permit reorganization of school structures for the implementation of the CSR program (e.g., opportunities for team teaching, use of parent volunteers).	Fall Spring	48 53	3.18 3.13	.34 .36	-0.77	0.444
c) promote communication to facilitate the implementation of the CSR program (e.g., use of newsletters, memos, or use of online communication).	Fall Spring	48 53	3.15 3.17	.33 .35	0.96	0.341

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.

t = t statistic is based on the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.

Note: t-values were not significant at  $p < 0.05$ .

## D. Communication

(Communication can be thought of as the process by which information is exchanged within the school environment.)

1. Rate the openness of communication regarding the CSR program between:	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) teachers and the principal.	Fall Spring	48 53	2.84 2.96	.56 .57	2.27	0.028
b) the principal and district staff.	Fall Spring	48 53	2.80 2.88	.52 .50	0.98	0.334
c) teachers and district staff.	Fall Spring	48 53	2.49 2.50	.56 .53	-0.27	0.791

Note: Values represent mean ratings from 1 to 4, where 1 = poor, 2 = fair, 3 = good, and 4 = excellent.  
t = t statistic is based on the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.

## E. Materials and Equipment

(Materials and equipment refers to those items that your school has designated for use in facilitating the implementation of the CSR program.)

1. The <i>materials</i> (e.g. manipulatives, workbooks, texts, manuals, consumables) used in my school's CSR implementation process...	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) arrived on schedule	Fall Spring	48 53	2.76 2.89	.54 .49	1.76	0.086
b) have been distributed on site.	Fall Spring	48 53	3.11 3.21	.42 .34	1.27	0.209
c) are easy to use.	Fall Spring	48 53	3.12 3.25	.44 .34	2.02	0.049
d) are appropriate for all students.	Fall Spring	48 53	3.07 3.13	.45 .40	0.70	0.487
e) are age appropriate.	Fall Spring	48 53	3.18 3.24	.38 .35	0.89	0.381
f) are appropriate for the CSR program being implemented.	Fall Spring	48 53	3.21 3.28	.38 .31	1.07	0.289
g) are replaced as needed.	Fall Spring	48 53	2.94 3.10	.52 .39	2.27	0.028

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.

t = t statistic is based on the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.

2. The <i>equipment</i> (e.g. overhead projectors, computers, software) used in my school's CSR D implementation process...		Survey Period	Total N	Mean	Standard Deviation	t	p value
a)	arrived on schedule	Fall Spring	48 53	2.79 2.96	.48 .43	2.56	0.014
b)	is easy to use.	Fall Spring	48 53	3.10 3.23	.36 .31	1.80	0.080
c)	is easily accessible.	Fall Spring	48 53	3.02 3.21	.40 .34	3.31	0.002
d)	is appropriate for all students.	Fall Spring	48 53	3.09 3.22	.39 .33	2.33	0.025
e)	is well maintained.	Fall Spring	48 53	3.02 3.22	.48 .37	2.83	0.007
f)	has up-to-date technology.	Fall Spring	48 53	3.02 3.15	.47 .38	1.71	0.094
g)	is appropriate for the CSR D program being implemented.	Fall Spring	48 53	3.13 3.25	.40 .34	1.40	0.169

3. In order to implement the program, the CSR D funds received have been...		Survey Period	Total N	Mean	Standard Deviation	t	p value
a)	coordinated with other state funding.	Fall Spring	48 53	3.07 3.12	.56 .39	0.07	0.946
b)	coordinated with local funding.	Fall Spring	48 53	3.10 3.06	.50 .43	-0.99	0.328
c)	insufficient even when coordinated with other funding.	Fall Spring	48 53	2.37 2.44	.61 .51	0.87	0.391

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.  
t = t statistic is based on the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.

**F. Leadership***(Leadership refers to the role of an individual who provides guidance and direction for change and improvement.)***4. The primary leader...**

	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) sets a positive tone for change.	Fall Spring	48 53	3.21 3.30	.39 .33	2.12	0.040
b) promotes the vision for my school's CSRD program.	Fall Spring	48 53	3.27 3.32	.35 .34	1.22	0.229
c) promotes student learning/achievement.	Fall Spring	48 53	3.34 3.37	.33 .31	0.04	0.966
d) is aware of student progress.	Fall Spring	48 53	3.29 3.34	.34 .33	0.95	0.349
e) ensures that technical assistance is being provided.	Fall Spring	48 53	3.22 3.26	.37 .35	1.12	0.269
f) facilitates the rescheduling of the class/school day to insure teacher learning time.	Fall Spring	48 53	3.16 3.23	.39 .36	1.44	0.158
g) supports teacher networking.	Fall Spring	48 53	3.27 3.30	.31 .32	1.00	0.322
h) provides resources for teacher learning.	Fall Spring	48 53	3.26 3.30	.36 .30	0.76	0.451
i) encourages teachers' full participation in the program.	Fall Spring	48 53	3.32 3.36	.32 .32	0.78	0.441
j) supports teachers' mentoring of each other on issues related to the program.	Fall Spring	48 53	3.30 3.30	.32 .32	0.12	0.905
k) attends professional development activities with teachers.	Fall Spring	48 53	3.34 3.31	.32 .31	-1.69	0.099

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.

t = t statistic is based on the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.

## G Professional Development

(Professional development can be thought of as training in new skills provided to school staff to continuously improve all aspects of the implementation of the CSR program.)

4. The majority of the <i>professional development</i> activities related to my school's CSR program...	Survey Period	Total				p value
		N	Mean	Standard Deviation	t	
a) are relevant to the program being implemented.	Fall Spring	48 53	3.19 3.24	.30 .30	0.76	0.449
b) are guided by the school's vision.	Fall Spring	48 53	3.23 3.24	.30 .29	0.29	0.771
c) are promoted with incentives (e.g., stipends, additional opportunities for school staff).	Fall Spring	48 53	2.93 2.98	.47 .44	0.74	0.464
d) are supported with adequate resources.	Fall Spring	48 53	3.06 3.09	.42 .35	0.00	0.998
e) are attended by the majority of the teachers.	Fall Spring	48 53	3.16 3.08	.33 .37	-0.99	0.328
f) are mostly conducted by the same person(s).	Fall Spring	48 53	3.04 3.04	.31 .31	-0.99	0.327
g) are conducted by highly competent person(s).	Fall Spring	48 53	3.21 3.26	.30 .29	0.48	0.635
h) provide opportunities to collaborate with other school staff about the program.	Fall Spring	48 53	3.10 3.11	.35 .34	-0.77	0.444
i) allow enough time for the development of expertise in implementing the program.	Fall Spring	48 53	2.92 2.99	.45 .40	0.52	0.609
j) include sufficient training for the use of CSR-related materials and equipment.	Fall Spring	48 53	2.96 3.01	.40 .42	0.02	0.986
k) include monitoring of teacher expertise in implementing the program.	Fall Spring	48 53	2.98 3.06	.40 .35	1.14	0.259
l) included sufficient training prior to the implementation of the program.	Fall Spring	48 53	2.95 2.99	.41 .36	0.06	0.951

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.

t = t statistic is based on the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.

Note: t-values were not significant at p<0.05.

## H. External Program Support

(External program support can be thought of as those persons/organizations external to the school or district who assist and support the school staff in implementing the CSR program.)

1. The external program support provided for my school's CSR program...	Survey Period	Total N	Mean	Standard Deviation	t	P value
a) is provided in an ongoing and timely manner.	Fall Spring	48 53	2.96 3.10	.45 .31	2.54	0.015
b) is provided by highly competent/knowledgeable person(s).	Fall Spring	48 53	3.10 3.20	.38 .28	1.92	0.061
c) is provided by the same person(s).	Fall Spring	48 53	2.91 3.05	.36 .33	1.91	0.063
d) is readily available when the need for support arises.	Fall Spring	48 53	3.01 3.09	.44 .35	0.96	0.343
e) is available only on a pre-scheduled basis.	Fall Spring	48 53	2.68 2.83	.47 .40	1.40	0.168
f) is relevant to the model being implemented.	Fall Spring	48 53	3.08 3.19	.38 .31	1.96	0.057
g) is of sufficient quantity to support the development of expertise in implementing the program.	Fall Spring	48 53	2.97 3.11	.43 .34	2.41	0.020

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.

t = t statistic is based on the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.

# I. Student Progress

(Student progress can be thought of as the achievement of student success indicators.)

1. My school's CSRD program...	Survey Period	Total N	Mean	Standard Deviation	t	P value
a) is directly linked to desired student outcomes.	Fall Spring	48 53	3.34 3.35	.29 .30	-0.26	0.796
b) promotes student success in the desired content area(s) (e.g. <i>reading, math</i> ).	Fall Spring	48 53	3.32 3.35	.35 .30	-0.12	0.901
c) regularly examines student level data to monitor its progress (e.g. <i>attendance, discipline, content area achievement</i> ).	Fall Spring	48 53	3.18 3.24	.38 .31	0.68	0.499
d) promotes an increase in student attendance.	Fall Spring	48 53	3.12 3.07	.38 .33	-1.12	0.268
e) promotes a decrease in discipline problems.	Fall Spring	48 53	3.00 2.96	.50 .40	-1.28	0.209
f) promotes an increase in engaged student learning.	Fall Spring	48 53	3.28 3.31	.39 .31	-0.26	0.796

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.

t = t-statistic is based on the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.

Note: t-values were not significant at  $p < 0.05$ .

## J. Context for Change (Environment)

(Context for change can be thought of as an organization's state of readiness for change and improvement.)

1. My school's CSR program...	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) prescribed changes for which my school was unprepared.	Fall Spring	48 53	2.28 2.33	.38 .35	0.59	0.556
b) is addressing the identified school needs as outlined in the school's plan.	Fall Spring	48 53	3.22 3.24	.35 .27	0.07	0.941
c) is implemented in a coherent and comprehensive way.	Fall Spring	48 53	3.13 3.17	.40 .33	0.29	0.774
d) is revised to accommodate new challenges that arise.	Fall Spring	48 53	3.11 3.13	.45 .33	-0.30	0.763

2. The majority of teachers at my school...	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) support the CSR program.	Fall Spring	48 53	3.15 3.10	.47 .39	-0.66	0.513
b) feel that the CSR program is of value.	Fall Spring	48 53	3.18 3.14	.43 .37	-0.71	0.482
c) would like to see the program continue.	Fall Spring	48 53	3.20 3.17	.47 .41	-0.52	0.607

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.

t = t statistic is based on the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.

Note: t-values were not significant at  $p < 0.05$ .

## END OF SURVEY RESULTS

## Appendix F

State Name: New Mexico  
 Total Schools (Fall, 1999): 20  
 Total Schools (Spring, 2000): 16

## A. Stakeholder Involvement

(Stakeholders usually include school staff, students, parents, district administrators, school board members, and community and business leaders.)

1. Which Stakeholders in your school were a part of the CSRD program's *planning for implementation* process?  
 (Planning for implementation is discussing a CSRD program and identifying the steps necessary for putting the program in place.)

Stakeholder	Survey Period	Was this stakeholder involved?			If involved, was this stakeholder's involvement a positive contribution to the process?		
		Total N	Mean Percent	Standard Deviation	Total N	Mean Percent	Standard Deviation
F. Teachers	Fall Spring	20 16	89 89	11 10	20 16	77 81	12 11
F. Students	Fall Spring	20 16	33 39	25 27	20 16	29 34	22 25
F. Principal	Fall Spring	20 16	90 86	9 14	20 16	78 79	16 12
F. Parents	Fall Spring	20 16	50 42	24 25	20 16	40 36	20 23
F. District Administrators	Fall Spring	20 16	56 48	24 27	20 16	44 39	25 23
F. School Board Members	Fall Spring	20 16	25 23	24 22	20 16	19 20	19 22
F. Community Leaders	Fall Spring	20 16	19 21	21 20	20 16	17 19	16 19
F. Rep. for design/model	Fall Spring	20 16	47 51	20 20	20 16	39 46	19 18
F. Other	Fall Spring	20 16	9 6	14 12	20 16	9 7	12 11

Note. Values represent average percents of "yes" responses per schools.

2. Which stakeholders in your school are a part of the CSR program's *implementation process*?  
(Implementation is using the CSR program in the classroom/school).

Stakeholder	Survey Period	Was the stakeholder involved?			If involved, is this stakeholder's involvement a positive contribution to the process?		
		Total N	Mean Percent	Standard Deviation	Total N	Mean Percent	Standard Deviation
a) Teachers	Fall Spring	20 16	93 94	11 7	20 16	82 85	14 10
a) Students	Fall Spring	20 16	70 75	24 15	20 16	65 70	23 13
a) Principal	Fall Spring	20 16	89 85	10 12	20 16	77 75	18 11
a) Parents	Fall Spring	20 16	63 58	29 27	20 16	50 54	28 20
a) District Administrators	Fall Spring	20 16	45 38	22 27	20 16	38 32	23 22
a) School Board Members	Fall Spring	20 16	21 18	20 20	20 16	19 18	20 20
a) Community Leaders	Fall Spring	20 16	18 19	17 17	20 16	16 20	15 17
a) Rep. for design/model	Fall Spring	20 16	49 49	21 15	20 16	46 46	20 14
a) Other	Fall Spring	20 16	6 7	10 9	20 16	9 9	11 10

Note. Values represent average percents of "yes" responses per schools.

## 3. Of those listed below, which stakeholders in your school are...

Stakeholder	Survey Period	... strongly encouraged to participate in CSRD program activities at your school?			... kept apprised of CSRD program activities as they occur?		
		Total N	Mean Percent	Standard Deviation	Total N	Mean Percent	Standard Deviation
a) Teachers	Fall Spring	20 16	92 91	9 10	20 16	71 80	19 10
a) Students	Fall Spring	20 16	76 76	24 21	20 16	56 61	25 18
a) Principal	Fall Spring	20 16	88 84	12 13	20 16	69 72	18 15
a) Parents	Fall Spring	20 16	67 67	23 28	20 16	52 57	27 24
a) District Administrators	Fall Spring	20 16	39 36	22 26	20 16	38 39	21 22
a) School Board Members	Fall Spring	20 16	29 24	20 21	20 16	27 26	21 25
a) Community Leaders	Fall Spring	20 16	25 30	22 24	20 16	19 23	15 19
a) Other	Fall Spring	20 16	5 6	8 10	20 16	5 8	7 11

Note. Values represent average percents of "yes" responses per schools.

## B. Vision

(Vision can be thought of as an image of the way we want our school to be as a result of the CSRD program; it answers the question, 'Where are we going?' and it defines direction.)

1. My school's vision for its CSRD program:	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) can be articulated by the majority of the stakeholders.	Fall Spring	20 16	2.95 3.13	.40 .36	1.61	0.128
a) is supported by the majority of the stakeholders.	Fall Spring	20 16	3.01 3.15	.29 .37	1.03	0.320
a) guides the implementation of my school's CSRD program.	Fall Spring	20 16	3.10 3.20	.33 .36	1.17	0.261
a) is linked to desired student outcomes.	Fall Spring	20 16	3.22 3.34	.30 .31	1.26	0.226

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.

t-t statistic is based on the number of schools that returned surveys for both Fall and Spring and does not include those schools that only returned surveys at one time.

Note: t-values were not significant at  $p < .05$

## C. Policies

*(Policies are the rules and practices that your school or district has in place to promote an environment conducive to learning.)*

1. At the district level, policies...		Total	Mean	Standard Deviation	t	p value
Survey Period	N					
a) facilitate the implementation of our CSR program (e.g., early release days, autonomy in implementation).	Fall Spring	20 16	2.81 2.88	.37 .30	0.45	0.660
a) permit reorganization of school structures for the implementation of the CSR program (e.g., opportunities for team teaching, use of parent volunteers).	Fall Spring	20 16	2.92 2.78	.35 .36	-1.59	0.132
a) promote communication to facilitate the implementation of the CSR program (e.g., use of newsletters, memos, or use of online communication).	Fall Spring	20 16	2.92 2.84	.34 .35	-0.86	0.401

2. At the school level, policies...		Total	Mean	Standard Deviation	t	p value
Survey Period	N					
a) facilitate the implementation of our CSR program (e.g., early release days, autonomy in implementation).	Fall Spring	20 16	3.07 3.19	.35 .42	0.93	0.367
a) permit reorganization of school structures for the implementation of the CSR program (e.g., opportunities for team teaching, use of parent volunteers).	Fall Spring	20 16	3.13 3.20	.35 .41	1.53	0.147
a) promote communication to facilitate the implementation of the CSR program (e.g., use of newsletters, memos, or use of online communication).	Fall Spring	20 16	3.11 3.23	.36 .35	1.03	0.320

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.

t-statistic is based on the number of schools that returned surveys for both Fall and Spring and does not include those schools that only returned surveys at one time.

Note: t-values were not significant at  $p < .05$

## D. Communication

(Communication can be thought of as the process by which information is exchanged within the school environment.)

1. Rate the openness of communication regarding the CSR program between:		Survey Period	Total N	Mean	Standard Deviation	t	p value
a) teachers and the principal.	Fall		20	2.93	.41	-0.61	0.549
	Spring		16	2.94	.55		
a) the principal and district staff.	Fall		20	2.82	.34	-1.46	0.166
	Spring		16	2.78	.52		
a) teachers and district staff.	Fall		20	2.31	.38	-1.15	0.269
	Spring		16	2.23	.46		

Note: Values represent mean ratings from 1 to 4, where 1 = poor, 2 = fair, 3 = good, and 4 = excellent.

t-t statistic is based on the number of schools that returned surveys for both Fall and Spring and does not include those schools that only returned surveys at one time.

Note: t-values were not significant at  $p < .05$

## E. Materials and Equipment

(Materials and equipment refers to those items that your school has designated for use in facilitating the implementation of the CSRSD program.)

1. The materials (e.g. manipulatives, workbooks, texts, manuals, consumables) used in my school's CSRSD implementation process...	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) arrived on schedule	Fall Spring	20 16	2.68 2.80	.67 .48	1.04	0.316
a) have been distributed on site.	Fall Spring	20 16	3.15 3.17	.53 .42	-0.81	0.432
a) are easy to use.	Fall Spring	20 16	3.05 3.16	.40 .28	-0.40	0.695
a) are appropriate for all students.	Fall Spring	20 16	2.93 2.98	.40 .34	-0.78	0.449
a) are age appropriate.	Fall Spring	20 16	3.09 3.19	.38 .24	-0.17	0.870
a) are appropriate for the CSRSD program being implemented.	Fall Spring	20 16	3.17 3.30	.38 .25	0.80	0.439
a) are replaced as needed.	Fall Spring	20 16	3.08 3.12	.56 .43	-0.03	0.973

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.

t-statistic is based on the number of schools that returned surveys for both Fall and Spring and does not include those schools that only returned surveys at one time.

Note: t-values were not significant at  $p < .05$

2. The <i>equipment</i> (e.g. overhead projectors, computers, software) used in my school's CSRSD implementation process....	Survey Period	Total				t	p value
		N	Mean	Standard Deviation			
a) arrived on schedule	Fall Spring	20 16	2.81 2.77	.57 .41		-0.38	0.710
a) is easy to use.	Fall Spring	20 16	3.06 3.16	.44 .29		0.18	0.859
a) is easily accessible.	Fall Spring	20 16	2.98 3.12	.44 .30		1.05	0.313
a) is appropriate for all students.	Fall Spring	20 16	2.96 3.15	.48 .30		1.55	0.143
a) is well maintained.	Fall Spring	20 16	2.98 3.12	.47 .30		1.27	0.226
a) has up-to-date technology.	Fall Spring	20 16	2.87 2.98	.56 .27		0.22	0.829
a) is appropriate for the CSRSD program being implemented.	Fall Spring	20 16	3.03 3.23	.47 .31		1.10	0.291

3. In order to implement the program, the CSRSD funds received have been...	Survey Period	Total				t	p value
		N	Mean	Standard Deviation			
a) coordinated with other state funding.	Fall Spring	20 16	3.24 3.32	.36 .30		1.45	0.168
a) coordinated with local funding.	Fall Spring	20 16	3.19 3.30	.45 .35		1.20	0.250
a) insufficient even when coordinated with other funding.	Fall Spring	20 16	2.30 2.37	.55 .58		0.42	0.678

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.

t-statistic is based on the number of schools that returned surveys for both Fall and Spring and does not include those schools that only returned surveys at one time.

Note: t-values were not significant at  $p < .05$

# **F. Leadership** *(Leadership refers to the role of an individual who provides guidance and direction for change and improvement.)*

4. The primary leader...	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) sets a positive tone for change.	Fall Spring	20 16	3.23 3.17	.31 .52	-0.96	0.353
b) promotes the vision for my school's CSR program.	Fall Spring	20 16	3.28 3.29	.39 .38	-0.33	0.749
c) promotes student learning/achievement.	Fall Spring	20 16	3.38 3.37	.28 .31	-0.45	0.661
d) is aware of student progress.	Fall Spring	20 16	3.34 3.31	.25 .38	-0.24	0.817
e) ensures that technical assistance is being provided.	Fall Spring	20 16	3.17 3.16	.40 .50	-0.06	0.949
f) facilitates the rescheduling of the class/school day to insure teacher learning time.	Fall Spring	20 16	3.10 3.10	.31 .51	0.03	0.974
g) supports teacher networking.	Fall Spring	20 16	3.25 3.24	.29 .46	-0.69	0.499
h) provides resources for teacher learning.	Fall Spring	20 16	3.24 3.20	.33 .44	-0.95	0.356
i) encourages teachers' full participation in the program.	Fall Spring	20 16	3.32 3.40	.37 .36	0.67	0.514
j) supports teachers' mentoring of each other on issues related to the program.	Fall Spring	20 16	3.27 3.16	.37 .48	-1.47	0.163
k) attends professional development activities with teachers.	Fall Spring	20 16	3.35 3.34	.32 .37	-0.83	0.418

*Note:* Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.

*t*-statistic is based on the number of schools that returned surveys for both Fall and Spring and does not include those schools that only returned surveys at one time.

*Note:* *t*-values were not significant at  $p < .05$

**G Professional Development** (*Professional development can be thought of as training in new skills provided to school staff to continuously improve all aspects of the implementation of the CSR D program.*)

4. The majority of the <i>professional development</i> activities related to my school's CSR D program...	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) are relevant to the program being implemented.	Fall Spring	20 16	3.23 3.29	.38 .27	0.17	0.868
b) are guided by the school's vision.	Fall Spring	20 16	3.23 3.27	.31 .23	0.23	0.824
c) are promoted with incentives (e.g., stipends, additional opportunities for school staff).	Fall Spring	20 16	2.60 2.47	.46 .50	-2.19	0.045
d) are supported with adequate resources.	Fall Spring	20 16	3.01 3.01	.33 .35	-0.41	0.689
e) are attended by the majority of the teachers.	Fall Spring	20 16	3.27 3.28	.29 .37	-0.43	0.677
f) are mostly conducted by the same person(s).	Fall Spring	20 16	2.95 3.05	.34 .26	1.01	0.328
g) are conducted by highly competent person(s).	Fall Spring	20 16	3.14 3.25	.34 .35	0.55	0.588
h) provide opportunities to collaborate with other school staff about the program.	Fall Spring	20 16	3.00 3.12	.37 .33	0.69	0.501
i) allow enough time for the development of expertise in implementing the program.	Fall Spring	20 16	2.71 2.74	.45 .44	0.11	0.913
j) include sufficient training for the use of CSR D-related materials and equipment.	Fall Spring	20 16	2.78 2.84	.50 .42	0.55	0.590
k) include monitoring of teacher expertise in implementing the program.	Fall Spring	20 16	2.93 2.93	.46 .58	-0.65	0.525
l) included sufficient training prior to the implementation of the program.	Fall Spring	20 16	2.76 2.78	.49 .42	0.21	0.833

*Note:* Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.

t-statistic is based on the number of schools that returned surveys for both Fall and Spring and does not include those schools that only returned surveys at one time.

*Note:* t-values were not significant at  $p < .05$

## H. External Program Support

(External program support can be thought of as those persons/organizations external to the school or district who assist and support the school staff in implementing the CSR program.)

1. The external program support provided for my school's CSR program...	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) is provided in an ongoing and timely manner.	Fall Spring	20 16	2.98 3.03	.37 .39	0.58	0.568
b) is provided by highly competent/knowledgeable person(s).	Fall Spring	20 16	3.06 3.16	.39 .33	0.29	0.776
c) is provided by the same person(s).	Fall Spring	20 16	2.94 3.09	.23 .29	2.19	0.045
d) is readily available when the need for support arises.	Fall Spring	20 16	2.88 3.03	.44 .37	1.21	0.246
e) is available only on a pre-scheduled basis.	Fall Spring	20 16	2.62 2.81	.39 .31	2.06	0.057
f) is relevant to the model being implemented.	Fall Spring	20 16	3.15 3.19	.26 .28	-0.03	0.973
g) is of sufficient quantity to support the development of expertise in implementing the program.	Fall Spring	20 16	2.95 2.98	.39 .40	0.51	0.618

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.

t-statistic is based on the number of schools that returned surveys for both Fall and Spring and does not include those schools that only returned surveys at one time.

Note: t-values were not significant at  $p < .05$

# I. Student Progress

(Student progress can be thought of as the achievement of student success indicators.)

1. My school's CSRD program...	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) is directly linked to desired student outcomes.	Fall Spring	20 16	3.36 3.31	.30 .29	-1.07	0.302
b) promotes student success in the desired content area(s) (e.g. reading, math).	Fall Spring	20 16	3.29 3.28	.31 .35	-0.41	0.686
c) regularly examines student level data to monitor its progress (e.g. attendance, discipline, content area achievement).	Fall Spring	20 16	3.24 3.26	.45 .27	0.04	0.968
d) promotes an increase in student attendance.	Fall Spring	20 16	3.17 3.12	.48 .48	-0.85	0.409
e) promotes a decrease in discipline problems.	Fall Spring	20 16	3.11 3.04	.46 .44	-1.15	0.491
f) promotes an increase in engaged student learning.	Fall Spring	20 16	3.31 3.31	.34 .32	-0.78	0.647

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.

t-statistic is based on the number of schools that returned surveys for both Fall and Spring and does not include those schools that only returned surveys at one time.

Note: t-values were not significant at  $p < .05$

## J. Context for Change (Environment)

(Context for change can be thought of as an organization's state of readiness for change and improvement.)

1. My school's CSR program...	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) prescribed changes for which my school was unprepared.	Fall Spring	20 16	2.26 2.25	.45 .30	0.77	0.520
b) is addressing the identified school needs as outlined in the school's plan.	Fall Spring	20 16	3.22 3.23	.27 .25	-0.20	0.332
c) is implemented in a coherent and comprehensive way.	Fall Spring	20 16	3.11 3.11	.40 .35	-0.20	0.321
d) is revised to accommodate new challenges that arise.	Fall Spring	20 16	2.93 3.00	.46 .39	0.07	0.635

2. The majority of teachers at my school...	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) support the CSR program.	Fall Spring	20 16	3.11 3.18	.41 .24	0.10	0.920
b) feel that the CSR program is of value.	Fall Spring	20 16	3.18 3.25	.39 .26	0.41	0.690
c) would like to see the program continue.	Fall Spring	20 16	3.18 3.23	.40 .25	-0.21	0.832

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.

t = statistic is based on the number of schools that returned surveys for both Fall and Spring and does not include those schools that only returned surveys at one time.

Note: t-values were not significant at  $p < .05$

## END OF SURVEY RESULTS

## Appendix G

State Name: Oklahoma  
 Total Schools (Fall, 1999): 29  
 Total Schools (Spring, 2000): 21

## A. Stakeholder Involvement

(Stakeholders usually include school staff, students, parents, district administrators, school board members, and community and business leaders.)

1. Which Stakeholders in your school were a part of the CSRSD program's *planning for implementation* process?  
 (Planning for implementation is discussing a CSRSD program and identifying the steps necessary for putting the program in place.)

Stakeholder	Survey Period	Was this stakeholder involved?			If involved, was this stakeholder's involvement a positive contribution to the process?		
		Total N	Mean Percent	Standard Deviation	Total N	Mean Percent	Standard Deviation
a) Teachers	Fall Spring	29 21	86 88	13 13	29 21	78 79	16 17
b) Students	Fall Spring	29 21	29 38	21 22	29 21	27 34	20 21
c) Principal	Fall Spring	29 21	88 89	12 9	29 21	76 76	19 15
d) Parents	Fall Spring	29 21	59 55	27 19	29 21	51 46	26 20
e) District Administrators	Fall Spring	29 21	57 57	27 24	29 21	49 45	28 26
f) School Board Members	Fall Spring	29 21	29 33	28 25	29 21	25 28	26 25
g) Community Leaders	Fall Spring	29 21	29 29	30 25	29 21	26 26	28 25
h) Rep. for design/model	Fall Spring	29 21	51 50	23 24	29 21	45 45	22 24
i) Other	Fall Spring	29 21	3 3	5 5	29 21	5 5	7 6

Note. Values represent average percents of "yes" responses per schools.

2. Which stakeholders in your school are a part of the CSRSD program's *implementation process*?  
(Implementation is using the CSRSD program in the classroom/school).

Stakeholder	Survey Period	Was the stakeholder involved?			If involved, is this stakeholder's involvement a positive contribution to the process?		
		Total N	Mean Percent	Standard Deviation	Total N	Mean Percent	Standard Deviation
a) Teachers	Fall Spring	29 21	91 90	11 10	29 21	82 81	15 13
b) Students	Fall Spring	29 21	67 70	26 23	29 21	61 64	26 24
c) Principal	Fall Spring	29 21	89 81	11 17	29 21	77 70	16 19
d) Parents	Fall Spring	29 21	64 59	23 21	29 21	54 51	24 22
e) District Administrators	Fall Spring	29 21	51 44	26 24	29 21	43 38	26 25
f) School Board Members	Fall Spring	29 21	27 27	28 24	29 21	22 22	24 24
g) Community Leaders	Fall Spring	29 21	30 32	30 28	29 21	26 27	28 26
h) Rep. for design/model	Fall Spring	29 21	53 47	21 24	29 21	48 43	21 25
i) Other	Fall Spring	29 21	5 4	14 5	29 21	7 6	14 6

Note. Values represent average percents of "yes" responses per schools.

## 3. Of those listed below, which stakeholders in your school are...

Stakeholder	Survey Period	... strongly encouraged to participate in CSRD program activities at your school?			... kept apprised of CSRD program activities as they occur?		
		Total N	Mean Percent	Standard Deviation	Total N	Mean Percent	Standard Deviation
a) Teachers	Fall Spring	29 21	92 91	10 9	29 21	76 74	15 16
b) Students	Fall Spring	29 21	72 76	30 22	29 21	55 59	27 24
c) Principal	Fall Spring	29 21	87 82	11 12	29 21	72 71	15 17
d) Parents	Fall Spring	29 21	70 69	25 22	29 21	59 57	24 23
e) District Administrators	Fall Spring	29 21	46 42	28 27	29 21	44 40	28 26
f) School Board Members	Fall Spring	29 21	32 34	30 27	29 21	33 31	30 27
g) Community Leaders	Fall Spring	29 21	35 40	30 29	29 21	30 28	27 25
h) Other	Fall Spring	29 21	6 3	13 5	29 21	5 5	13 6

Note. Values represent average percents of "yes" responses per schools.

## B. Vision

(Vision can be thought of as an image of the way we want our school to be as a result of the CSRD program; it answers the question, 'Where are we going?' and it defines direction.)

1. My school's vision for its CSRD program:		Survey Period	Total N	Mean	Standard Deviation	t	p value
a)	can be articulated by the majority of the stakeholders.	Fall Spring	29 21	3.02 3.07	.40 .36	-0.13	0.894
b)	is supported by the majority of the stakeholders.	Fall Spring	29 21	3.12 3.21	.36 .31	0.76	0.455
c)	guides the implementation of my school's CSRD program.	Fall Spring	29 21	3.13 3.16	.35 .33	0.25	0.802
d)	is linked to desired student outcomes.	Fall Spring	29 21	3.24 3.31	.34 .28	0.72	0.481

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.

t-t statistic is based on the number of schools that returned surveys for both Fall and Spring and does not include those schools that only returned surveys at one time.

Note: t-values were not significant at  $p < .05$

## C. Policies

*(Policies are the rules and practices that your school or district has in place to promote an environment conducive to learning.)*

1. At the district level, policies...	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) facilitate the implementation of our CSR program (e.g., early release days, autonomy in implementation).	Fall Spring	29 21	2.99 3.00	.47 .36	-0.48	0.636
b) permit reorganization of school structures for the implementation of the CSR program (e.g., opportunities for team teaching, use of parent volunteers).	Fall Spring	29 21	3.06 3.11	.43 .38	-0.01	0.992
c) promote communication to facilitate the implementation of the CSR program (e.g., use of newsletters, memos, or use of online communication).	Fall Spring	29 21	3.03 2.98	.47 .40	-1.21	0.242

2. At the school level, policies...	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) facilitate the implementation of our CSR program (e.g., early release days, autonomy in implementation).	Fall Spring	29 21	3.14 3.22	.44 .42	0.27	0.789
b) permit reorganization of school structures for the implementation of the CSR program (e.g., opportunities for team teaching, use of parent volunteers).	Fall Spring	29 21	3.19 3.27	.46 .43	-0.55	0.587
c) promote communication to facilitate the implementation of the CSR program (e.g., use of newsletters, memos, or use of online communication).	Fall Spring	29 21	3.15 3.19	.48 .42	-0.79	0.436

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.

t-t statistic is based on the number of schools that returned surveys for both Fall and Spring and does not include those schools that only returned surveys at one time.

Note: t-values were not significant at  $p < .05$

## D. Communication

(Communication can be thought of as the process by which information is exchanged within the school environment.)

1. Rate the openness of communication regarding the CSR program between:		Survey Period	Total N	Mean	Standard Deviation	t	p value
a) teachers and the principal.	Fall		29	3.00	.43	-0.49	0.627
	Spring		21	3.00	.50		
b) the principal and district staff.	Fall		29	2.88	.45	-0.60	0.553
	Spring		21	2.89	.49		
c) teachers and district staff.	Fall		29	2.53	.52	1.18	0.250
	Spring		21	2.63	.46		

Note: Values represent mean ratings from 1 to 4, where 1 = poor, 2 = fair, 3 = good, and 4 = excellent.

t= statistic is based on the number of schools that returned surveys for both Fall and Spring and does not include those schools that only returned surveys at one time.

Note: t-values were not significant at  $p < .05$

## E. Materials and Equipment

(Materials and equipment refers to those items that your school has designated for use in facilitating the implementation of the CSR program.)

1. The materials (e.g. manipulatives, workbooks, texts, manuals, consumables) used in my school's CSR implementation process...	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) arrived on schedule	Fall Spring	29 21	2.92 3.04	.56 .44	2.70	0.014
b) have been distributed on site.	Fall Spring	29 21	3.10 3.20	.50 .41	1.88	0.075
c) are easy to use.	Fall Spring	29 21	3.06 3.18	.42 .34	2.57	0.018
d) are appropriate for all students.	Fall Spring	29 21	3.01 3.12	.44 .33	1.63	0.118
e) are age appropriate.	Fall Spring	29 21	3.10 3.19	.41 .33	1.66	0.113
f) are appropriate for the CSR program being implemented.	Fall Spring	29 21	3.15 3.27	.45 .34	1.86	0.078
g) are replaced as needed.	Fall Spring	29 21	2.99 3.09	.64 .43	1.30	0.208

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.  
t-statistic is based on the number of schools that returned surveys for both Fall and Spring and does not include those schools that only returned surveys at one time.

**2. The equipment** (e.g. overhead projectors, computers, software) used in my school's CSRSD implementation process...

	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) arrived on schedule	Fall Spring	29 21	2.90 2.90	.63 .51	0.12	0.903
b) is easy to use.	Fall Spring	29 21	3.01 3.14	.51 .33	1.14	0.267
c) is easily accessible.	Fall Spring	29 21	2.97 3.09	.56 .37	0.98	0.338
d) is appropriate for all students.	Fall Spring	29 21	2.93 3.10	.57 .37	1.47	0.157
e) is well maintained.	Fall Spring	29 21	3.00 3.07	.56 .42	0.80	0.431
f) has up-to-date technology.	Fall Spring	29 21	3.01 3.10	.58 .38	0.77	0.452
g) is appropriate for the CSRSD program being implemented.	Fall Spring	29 21	3.08 3.18	.51 .33	0.68	0.503

**3. In order to implement the program, the CSRSD funds received have been...**

	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) coordinated with other state funding.	Fall Spring	29 21	3.08 3.16	.50 .53	0.43	0.669
b) coordinated with local funding.	Fall Spring	29 21	3.02 3.15	.55 .51	0.62	0.544
c) insufficient even when coordinated with other funding.	Fall Spring	29 21	2.13 2.34	.47 .50	0.95	0.356

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.

t-t statistic is based on the number of schools that returned surveys for both Fall and Spring and does not include those schools that only returned surveys at one time.

Note: t-values were not significant at  $p < .05$

## F. Leadership

(Leadership refers to the role of an individual who provides guidance and direction for change and improvement.)

4. The primary leader...	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) sets a positive tone for change.	Fall Spring	29 21	3.36 3.29	.32 .38	-1.48	0.154
b) promotes the vision for my school's CSD program.	Fall Spring	29 21	3.37 3.34	.30 .33	-0.88	0.387
c) promotes student learning/achievement.	Fall Spring	29 21	3.43 3.37	.28 .31	-1.50	0.147
d) is aware of student progress.	Fall Spring	29 21	3.35 3.30	.30 .37	-1.19	0.248
e) ensures that technical assistance is being provided.	Fall Spring	29 21	3.26 3.21	.37 .42	-1.18	0.250
f) facilitates the rescheduling of the class/school day to insure teacher learning time.	Fall Spring	29 21	3.27 3.24	.37 .39	-0.91	0.375
g) supports teacher networking.	Fall Spring	29 21	3.34 3.32	.31 .34	-0.54	0.594
h) provides resources for teacher learning.	Fall Spring	29 21	3.30 3.29	.34 .36	-0.51	0.619
i) encourages teachers' full participation in the program.	Fall Spring	29 21	3.43 3.34	.25 .33	-1.58	0.130
j) supports teachers' mentoring of each other on issues related to the program.	Fall Spring	29 21	3.38 3.30	.29 .36	-1.19	0.250
k) attends professional development activities with teachers.	Fall Spring	29 21	3.40 3.38	.28 .32	-0.65	0.524

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.

t= statistic is based on the number of schools that returned surveys for both Fall and Spring and does not include those schools that only returned surveys at one time.

Note: t-values were not significant at  $p < .05$

**G Professional Development**

(Professional development can be thought of as training in new skills provided to school staff to continuously improve all aspects of the implementation of the CSRD program.)

4. The majority of the professional development activities related to my school's CSRD program...	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) are relevant to the program being implemented.	Fall Spring	29 21	3.21 3.25	.30 .31	1.04	0.308
b) are guided by the school's vision.	Fall Spring	29 21	3.24 3.25	.30 .33	0.47	0.642
c) are promoted with incentives (e.g., stipends, additional opportunities for school staff).	Fall Spring	29 21	2.56 2.58	.56 .51	1.75	0.095
d) are supported with adequate resources.	Fall Spring	29 21	3.03 3.07	.41 .27	0.73	0.469
e) are attended by the majority of the teachers.	Fall Spring	29 21	3.15 3.15	.38 .30	-0.27	0.790
f) are mostly conducted by the same person(s).	Fall Spring	29 21	3.04 3.01	.37 .23	0.13	0.897
g) are conducted by highly competent person(s).	Fall Spring	29 21	3.24 3.23	.32 .25	0.31	0.758
h) provide opportunities to collaborate with other school staff about the program.	Fall Spring	29 21	3.12 3.09	.36 .27	0.44	0.665
i) allow enough time for the development of expertise in implementing the program.	Fall Spring	29 21	2.92 2.93	.42 .30	0.38	0.709
j) include sufficient training for the use of CSRD-related materials and equipment.	Fall Spring	29 21	2.95 2.95	.43 .34	0.04	0.967
k) include monitoring of teacher expertise in implementing the program.	Fall Spring	29 21	3.06 2.96	.37 .35	-1.24	0.231
l) included sufficient training prior to the implementation of the program.	Fall Spring	29 21	2.92 2.94	.43 .35	0.77	0.452

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.

t= statistic is based on the number of schools that returned surveys for both Fall and Spring and does not include those schools that only returned surveys at one time.

Note: t-values were not significant at  $p < .05$

## H. External Program Support

(External program support can be thought of as those persons/organizations external to the school or district who assist and support the school staff in implementing the CSRD program.)

1. The external program support provided for my school's CSRD program...	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) is provided in an ongoing and timely manner.	Fall Spring	29 21	3.17 3.17	.34 .31	0.48	0.639
b) is provided by highly competent/knowledgeable person(s).	Fall Spring	29 21	3.19 3.26	.32 .32	1.25	0.225
c) is provided by the same person(s).	Fall Spring	29 21	3.01 3.11	.36 .35	1.49	0.153
d) is readily available when the need for support arises.	Fall Spring	29 21	3.09 3.10	.37 .28	0.40	0.690
e) is available only on a pre-scheduled basis.	Fall Spring	29 21	2.69 2.82	.45 .41	0.73	0.473
f) is relevant to the model being implemented.	Fall Spring	29 21	3.23 3.24	.28 .29	0.73	0.477
g) is of sufficient quantity to support the development of expertise in implementing the program.	Fall Spring	29 21	3.08 3.13	.33 .32	0.79	0.441

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.

t= statistic is based on the number of schools that returned surveys for both Fall and Spring and does not include those schools that only returned surveys at one time.

Note: t-values were not significant at  $p < .05$

# I. Student Progress

(Student progress can be thought of as the achievement of student success indicators.)

1. My school's CSRD program...	Survey Period	Total N	Mean	Standard Deviation	t	P value
a) is directly linked to desired student outcomes.	Fall Spring	29 21	3.36 3.28	.25 .31	-1.10	0.283
b) promotes student success in the desired content area(s) (e.g. <i>reading, math</i> ).	Fall Spring	29 21	3.36 3.31	.27 .32	-0.84	0.410
c) regularly examines student level data to monitor its progress (e.g. <i>attendance, discipline, content area achievement</i> ).	Fall Spring	29 21	3.25 3.21	.33 .41	-0.70	0.491
d) promotes an increase in student attendance.	Fall Spring	29 21	3.11 3.13	.38 .41	-0.47	0.647
e) promotes a decrease in discipline problems.	Fall Spring	29 21	3.03 3.06	.43 .37	0.07	0.947
f) promotes an increase in engaged student learning.	Fall Spring	29 21	3.29 3.25	.30 .34	-0.52	0.608

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.

t-t statistic is based on the number of schools that returned surveys for both Fall and Spring and does not include those schools that only returned surveys at one time.

Note: t-values were not significant at  $p < .05$

## J. Context for Change (Environment)

(Context for change can be thought of as an organization's state of readiness for change and improvement.)

1. My school's CSR program...	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) prescribed changes for which my school was unprepared.	Fall Spring	29 21	2.08 2.20	.44 .28	1.70	0.105
b) is addressing the identified school needs as outlined in the school's plan.	Fall Spring	29 21	3.22 3.2.3	.28 .30	0.02	0.986
c) is implemented in a coherent and comprehensive way.	Fall Spring	29 21	3.15 3.12	.38 .37	-0.77	0.451
d) is revised to accommodate new challenges that arise.	Fall Spring	29 21	3.17 3.08	.34 .35	-1.45	0.162

2. The majority of teachers at my school...	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) support the CSR program.	Fall Spring	29 21	3.24 3.22	.34 .29	-0.71	0.487
b) feel that the CSR program is of value.	Fall Spring	29 21	3.25 3.25	.34 .32	-0.55	0.585
c) would like to see the program continue.	Fall Spring	29 21	3.28 3.29	.31 .29	-0.26	0.800

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.

t= statistic is based on the number of schools that returned surveys for both Fall and Spring and does not include those schools that only returned surveys at one time.

Note: t-values were not significant at  $p < .05$

## END OF SURVEY RESULTS

## Appendix H

State Name: Texas  
 Total Schools (Fall, 1999): 120  
 Total Schools (Spring, 2000): 121

## A. Stakeholder Involvement

(Stakeholders usually include school staff, students, parents, district administrators, school board members, and community and business leaders.)

1. Which Stakeholders in your school were a part of the CSRSD program's *planning for implementation* process?  
 (Planning for implementation is discussing a CSRSD program and identifying the steps necessary for putting the program in place.)

Stakeholder	Survey Period	Was this stakeholder involved?			If involved, was this stakeholder's involvement a positive contribution to the process?		
		Total N	Mean Percent	Standard Deviation	Total N	Mean Percent	Standard Deviation
a) Teachers	Fall Spring	120 121	85 85	17 14	120 121	76 77	18 18
b) Students	Fall Spring	120 121	34 43	22 24	120 121	30 39	20 22
c) Principal	Fall Spring	120 121	88 87	13 15	120 121	74 74	19 21
d) Parents	Fall Spring	120 121	47 52	28 28	120 121	40 44	25 27
e) District Administrators	Fall Spring	120 121	58 56	24 26	120 121	46 44	22 25
f) School Board Members	Fall Spring	120 121	25 27	24 26	120 121	20 22	21 24
g) Community Leaders	Fall Spring	120 121	30 31	26 25	120 121	26 26	23 23
h) Rep. for design/model	Fall Spring	120 121	48 50	25 24	120 121	43 43	24 22
i) Other	Fall Spring	120 121	6 6	9 9	120 121	8 8	10 8

Note. Values represent average percents of "yes" responses per schools.

2. Which stakeholders in your school are a part of the CSR program's *implementation process*?  
(Implementation is using the CSR program in the classroom/school).

Stakeholder	Survey Period	Was the stakeholder involved?			If involved, is this stakeholder's involvement a positive contribution to the process?		
		Total N	Mean Percent	Standard Deviation	Total N	Mean Percent	Standard Deviation
a) Teachers	Fall Spring	120 121	90 90	15 14	120 121	78 79	17 17
b) Students	Fall Spring	120 121	60 68	25 22	120 121	52 60	23 22
c) Principal	Fall Spring	120 121	84 84	17 19	120 121	72 73	19 22
d) Parents	Fall Spring	120 121	53 51	27 29	120 121	45 44	24 28
e) District Administrators	Fall Spring	120 121	46 45	26 26	120 121	38 38	24 25
f) School Board Members	Fall Spring	120 121	18 20	21 23	120 121	15 17	18 21
g) Community Leaders	Fall Spring	120 121	28 28	25 25	120 121	25 24	23 22
h) Rep. for design/model	Fall Spring	120 121	45 45	26 23	120 121	39 38	24 23
i) Other	Fall Spring	120 121	6 5	9 7	120 121	7 6	9 7

Note. Values represent average percents of "yes" responses per schools.

## 3. Of those listed below, which stakeholders in your school are...

Stakeholder	Survey Period	... strongly encouraged to participate in CSR program activities at your school?			... kept apprised of CSR program activities as they occur?		
		Total N	Mean Percent	Standard Deviation	Total N	Mean Percent	Standard Deviation
a) Teachers	Fall Spring	120 121	88 88	16 14	120 121	72 74	18 18
b) Students	Fall Spring	120 121	65 71	26 23	120 121	51 57	24 23
c) Principal	Fall Spring	120 121	81 82	19 18	120 121	70 71	18 19
d) Parents	Fall Spring	120 121	60 60	26 27	120 121	49 50	23 26
e) District Administrators	Fall Spring	120 121	40 38	23 25	120 121	39 38	22 24
f) School Board Members	Fall Spring	120 121	17 21	18 21	120 121	22 23	20 23
g) Community Leaders	Fall Spring	120 121	31 30	24 23	120 121	27 25	22 22
h) Other	Fall Spring	120 121	4 6	6 13	120 121	6 7	8 13

Note. Values represent average percents of "yes" responses per schools.

## B. Vision

(Vision can be thought of as an image of the way we want our school to be as a result of the CSRD program; it answers the question, 'Where are we going?' and it defines direction.)

1. My school's vision for its CSRD program:		Survey Period	Total N	Mean	Standard Deviation	t	p value
a)	can be articulated by the majority of the stakeholders.	Fall Spring	120 121	3.06 3.04	.33 .34	-0.37	0.708
b)	is supported by the majority of the stakeholders.	Fall Spring	120 121	3.13 3.13	.33 .34	-0.04	0.967
c)	guides the implementation of my school's CSRD program.	Fall Spring	120 121	3.19 3.15	.29 .32	-1.05	0.294
d)	is linked to desired student outcomes.	Fall Spring	120 121	3.34 3.29	.25 .28	-1.60	0.112

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.

t = t statistic is based on the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.  
Note: t-values were not significant at  $p < 0.05$ .

## C. Policies

*(Policies are the rules and practices that your school or district has in place to promote an environment conducive to learning.)*

1. At the district level, policies...		Total	Mean	Standard Deviation	t	p value
Survey Period		N				
a) facilitate the implementation of our CSR program (e.g., early release days, autonomy in implementation).	Fall	120	2.98	.36	-0.18	0.861
	Spring	121	2.98	.31		
b) permit reorganization of school structures for the implementation of the CSR program (e.g., opportunities for team teaching, use of parent volunteers).	Fall	120	3.06	.35	-0.12	0.907
	Spring	121	3.05	.31		
c) promote communication to facilitate the implementation of the CSR program (e.g., use of newsletters, memos, or use of online communication).	Fall	120	3.03	.35	0.29	0.769
	Spring	121	3.02	.32		
2. At the school level, policies...		Total	Mean	Standard Deviation	t	p value
Survey Period		N				
a) facilitate the implementation of our CSR program (e.g., early release days, autonomy in implementation).	Fall	120	3.25	.32	-0.80	0.423
	Spring	121	3.23	.32		
b) permit reorganization of school structures for the implementation of the CSR program (e.g., opportunities for team teaching, use of parent volunteers).	Fall	120	3.25	.35	-0.28	0.779
	Spring	121	3.24	.32		
c) promote communication to facilitate the implementation of the CSR program (e.g., use of newsletters, memos, or use of online communication).	Fall	120	3.28	.32	-1.70	0.092
	Spring	121	3.24	.31		

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.

t = t statistic is based on the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.

Note: t-values were not significant at  $p < 0.05$ .

## D. Communication

(Communication can be thought of as the process by which information is exchanged within the school environment.)

1. Rate the openness of communication regarding the CSR program between:	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) teachers and the principal.	Fall Spring	120 121	2.98 2.96	.51 .58	-0.38	0.704
b) the principal and district staff.	Fall Spring	120 121	2.95 2.84	.43 .52	-1.60	0.113
c) teachers and district staff.	Fall Spring	120 121	2.56 2.54	.50 .49	-0.32	0.753

Note: Values represent mean ratings from 1 to 4, where 1 = poor, 2 = fair, 3 = good, and 4 = excellent.

t = t statistic is based on the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.

Note: t-values were not significant at  $p < 0.05$ .

## E. Materials and Equipment

(Materials and equipment refers to those items that your school has designated for use in facilitating the implementation of the CSRSD program.)

1. The <i>materials</i> (e.g. manipulatives, workbooks, texts, manuals, consumables) used in my school's CSRSD implementation process...	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) arrived on schedule	Fall Spring	120 121	2.85 2.93	.49 .42	2.57	0.012
b) have been distributed on site.	Fall Spring	120 121	3.12 3.14	.36 .34	1.51	0.133
c) are easy to use.	Fall Spring	120 121	3.12 3.14	.34 .33	1.32	0.188
d) are appropriate for all students.	Fall Spring	120 121	3.05 3.06	.36 .36	0.88	0.380
e) are age appropriate.	Fall Spring	120 121	3.15 3.16	.31 .31	0.49	0.622
f) are appropriate for the CSRSD program being implemented.	Fall Spring	120 121	3.21 3.22	.29 .30	0.22	0.824
g) are replaced as needed.	Fall Spring	120 121	3.02 3.04	.42 .40	0.84	0.402

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.

t = t statistic is based on the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.

## [MATERIALS AND EQUIPMENT]

2. The *equipment* (e.g. overhead projectors, computers, software) used in my school's CSR implementation process....

	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) arrived on schedule	Fall Spring	120 121	2.80 2.94	.51 .44	3.89	0.000
b) is easy to use.	Fall Spring	120 121	3.10 3.16	.32 .30	2.83	0.006
c) is easily accessible.	Fall Spring	120 121	3.01 3.10	.41 .33	3.37	0.001
d) is appropriate for all students.	Fall Spring	120 121	3.11 3.12	.30 .32	1.16	0.247
e) is well maintained.	Fall Spring	120 121	3.05 3.08	.37 .35	1.61	0.111
f) has up-to-date technology.	Fall Spring	120 121	3.03 3.06	.42 .42	1.73	0.086
g) is appropriate for the CSR program being implemented.	Fall Spring	120 121	3.13 3.16	.33 .35	1.99	0.049

3. In order to implement the program, the CSR funds received have been....

	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) coordinated with other state funding.	Fall Spring	120 121	3.13 3.14	.42 .37	-0.38	0.702
b) coordinated with local funding.	Fall Spring	120 121	3.15 3.14	.37 .33	-0.03	0.972
c) insufficient even when coordinated with other funding.	Fall Spring	120 121	2.31 2.39	.56 .52	0.98	0.329

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.

t = t statistic is based on the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.

**F. Leadership***(Leadership refers to the role of an individual who provides guidance and direction for change and improvement.)***4. The primary leader...**

		Survey Period	Total N	Mean	Standard Deviation	t	p value
a)	sets a positive tone for change.	Fall Spring	120 121	3.36 3.28	.30 .35	-2.23	0.028
b)	promotes the vision for my school's CSRD program.	Fall Spring	120 121	3.36 3.29	.30 .34	-1.77	0.079
c)	promotes student learning/achievement.	Fall Spring	120 121	3.45 3.37	.26 .31	-2.45	0.016
d)	is aware of student progress.	Fall Spring	120 121	3.38 3.30	.28 .31	-2.45	0.016
e)	ensures that technical assistance is being provided.	Fall Spring	120 121	3.25 3.22	.37 .35	-0.57	0.573
f)	facilitates the rescheduling of the class/school day to insure teacher learning time.	Fall Spring	120 121	3.21 3.20	.34 .34	0.08	0.933
g)	supports teacher networking.	Fall Spring	120 121	3.35 3.30	.36 .31	-0.82	0.415
h)	provides resources for teacher learning.	Fall Spring	120	3.31	.36	-0.86	0.391
i)	encourages teachers' full participation in the program.	Fall Spring	120 121	3.40 3.36	.27 .30	-1.08	0.284
j)	supports teachers' mentoring of each other on issues related to the program.	Fall Spring	120 121	3.34 3.28	.30 .32	-1.62	0.107
k)	attends professional development activities with teachers.	Fall Spring	120 121	3.35 3.30	.31 .32	-1.32	0.190

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.

t = t statistic is based on the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.

**G Professional Development**

(Professional development can be thought of as training in new skills provided to school staff to continuously improve all aspects of the implementation of the CSRD program.)

4. The majority of the <i>professional development</i> activities related to my school's CSRD program...	Survey Period	Total				p value
		N	Mean	Standard Deviation	t	
a) are relevant to the program being implemented.	Fall Spring	120 121	3.23 3.18	.26 .25	-1.30	0.197
b) are guided by the school's vision.	Fall Spring	120 121	3.24 3.19	.27 .27	-1.40	0.164
c) are promoted with incentives (e.g., stipends, additional opportunities for school staff).	Fall Spring	120 121	2.68 2.67	.50 .43	-0.19	0.849
d) are supported with adequate resources.	Fall Spring	120 121	3.05 3.02	.30 .31	-0.71	0.479
e) are attended by the majority of the teachers.	Fall Spring	120 121	3.15 3.09	.31 .32	-1.36	0.176
f) are mostly conducted by the same person(s).	Fall Spring	120 121	2.92 2.92	.30 .29	1.27	0.206
g) are conducted by highly competent person(s).	Fall Spring	120 121	3.21 3.16	.22 .26	-1.77	0.079
h) provide opportunities to collaborate with other school staff about the program.	Fall Spring	120 121	2.92 2.93	.31 .32	0.86	0.393
i) allow enough time for the development of expertise in implementing the program.	Fall Spring	120 121	2.80 2.84	.35 .35	1.95	0.054
j) include sufficient training for the use of CSRD-related materials and equipment.	Fall Spring	120 121	2.89 2.93	.32 .32	2.34	0.021
k) include monitoring of teacher expertise in implementing the program.	Fall Spring	120 121	2.92 2.89	.32 .32	-0.28	0.783
l) included sufficient training prior to the implementation of the program.	Fall Spring	120 121	2.83 2.85	.34 .34	1.04	0.299

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.

t = t statistic is based on the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.

## H. External Program Support

(External program support can be thought of as those persons/organizations external to the school or district who assist and support the school staff in implementing the CSRD program.)

1. The external program support provided for my school's CSRD program...		Survey Period	Total N	Mean	Standard Deviation	t	p value
a)	is provided in an ongoing and timely manner.	Fall Spring	120 121	2.99 3.02	.33 .30	1.80	0.074
b)	is provided by highly competent/knowledgeable person(s).	Fall Spring	120 121	3.11 3.14	.32 .29	1.79	0.077
c)	is provided by the same person(s).	Fall Spring	120 121	2.95 3.00	.31 .29	2.09	0.039
d)	is readily available when the need for support arises.	Fall Spring	120 121	2.97 3.00	.34 .32	1.62	0.108
e)	is available only on a pre-scheduled basis.	Fall Spring	120 121	2.73 2.78	.38 .29	1.50	0.137
f)	is relevant to the model being implemented.	Fall Spring	120 121	3.12 3.15	.26 .25	1.78	0.079
g)	is of sufficient quantity to support the development of expertise in implementing the program.	Fall Spring	120 121	2.98 3.00	.33 .32	1.55	0.125

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.

t = t statistic is based on the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.

# I. Student Progress

(Student progress can be thought of as the achievement of student success indicators.)

1. My school's CSRD program...	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) is directly linked to desired student outcomes.	Fall Spring	120 121	3.31 3.30	.29 .26	-0.54	0.588
b) promotes student success in the desired content area(s) (e.g. <i>reading, math</i> ).	Fall Spring	120 121	3.32 3.33	.27 .25	0.35	0.726
c) regularly examines student level data to monitor its progress (e.g. <i>attendance, discipline, content area achievement</i> ).	Fall Spring	120 121	3.24 3.24	.32 .29	-0.35	0.725
d) promotes an increase in student attendance.	Fall Spring	120 121	3.16 3.14	.37 .31	-0.80	0.427
e) promotes a decrease in discipline problems.	Fall Spring	120 121	3.06 3.04	.36 .31	-0.83	0.408
f) promotes an increase in engaged student learning.	Fall Spring	120 121	3.29 3.29	.30 .26	-0.20	0.843

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.

t = t statistic is based on the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.

Note: t-values were not significant at  $p < 0.05$ .

## J. Context for Change (Environment)

(Context for change can be thought of as an organization's state of readiness for change and improvement.)

1. My school's CSR program...	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) prescribed changes for which my school was unprepared.	Fall Spring	120 121	2.32 2.30	.39 .39	0.24	0.807
b) is addressing the identified school needs as outlined in the school's plan.	Fall Spring	120 121	3.18 3.17	.27 .26	-0.36	0.722
c) is implemented in a coherent and comprehensive way.	Fall Spring	120 121	3.08 3.09	.30 .28	0.24	0.809
d) is revised to accommodate new challenges that arise.	Fall Spring	120 121	3.09 3.10	.28 .29	0.09	0.928

2. The majority of teachers at my school...	Survey Period	Total N	Mean	Standard Deviation	t	p value
a) support the CSR program.	Fall Spring	120 121	3.07 3.06	.36 .36	-0.92	0.358
b) feel that the CSR program is of value.	Fall Spring	120 121	3.12 3.10	.29 .35	-0.84	0.401
c) would like to see the program continue.	Fall Spring	120 121	3.13 3.12	.38 .41	-0.94	0.351

Note: Values represent mean ratings from 1 to 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.

t = t statistic is based on the number of schools that returned surveys for both the Fall and Spring and does not include those schools that only returned surveys at one time.

Note: t-values were not significant at  $p < 0.05$ .

## END OF SURVEY RESULTS

## Appendix I — References

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